

## JUICE

The emphasis in this strategy is on reading in pairs as a collaborative study experience.

Step	How to Do It	Why It Works
Job	Both readers <b>decide on the reading “job”</b> ; what material has to be read, when the reading must be completed and what environment is conducive for reading and discussion.	This step clarifies the roles and responsibilities of each reader.
Understand	Both readers <b>read the same section</b> of the assigned material. The readers should concentrate on a general understanding rather than memorizing. Each reader should mark the important and difficult parts of the section of the text. Since this method requires one reader to teach the material to the other, the readers should also <b>decide</b> who will play the role of teacher and who will be student for which sections of the material.	This focuses your attention on understanding the material.
Instruct	<b>For each section</b> of the chapter, one of the readers is <b>assigned</b> the role as <b>“instructor”</b> . This reader <b>teaches the material</b> in the section to the other reader. Teach the material in your own words. Sections that both readers find difficult provides the opportunity for asking questions in class or during the professor’s office hours.	You retain material better if you teach it to someone else rather than simply studying it alone.
Critique	The <b>other reader</b> is assigned the role of <b>“student”</b> . The “student” is assigned the task of listening to the instructor to <b>detect mistakes</b> or ask questions about the material. This role is difficult because the “instructor” must be challenged to be very clear if the process is to work effectively.	This step forces you to understand the material.
Exchange	After the “instructor” has finished teaching the assigned material, the <b>“student” then summarizes</b> what the “instructor” taught. Both readers then <b>exchange</b> what they have learned by <b>discussing the material and creating test questions</b> that might appear on the exam. They both agree what the important points are in the material. The <b>process continues</b> by going on to the next section of the text and repeating understand, instruct, critique and exchange until the entire text is read and discussed.	Collaboration improves understanding and learning. Creating questions help provide a review tool to be used together and separately.