



Exploring Junior Cycle Prescribed Drama Tuesday by Alison Carr

Tuesday by Alison Carr is a drama included as part of the Prescribed Material for Junior Cycle English (For the student cohorts commencing Junior Cycle in 2025, 2026, and 2027 and presenting for examination in 2028, 2029, and 2030) .



Image courtesy of
Nick Hern Books

Please note:

- The following tasks might be completed over a series of lessons.
- You may like to adapt and adjust the tasks to suit your context.
- *Tuesday* covers themes which could be considered sensitive or controversial. You may wish to consult with our READY Framework to support you in your study.



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for this Text

Before You Read... (Teacher Guidance)

Pre-reading Activities - Discussion Starters:

1. An Ordinary Day

Guide students in discussing what makes an ordinary weekday feel routine.

Ask them to consider:

- What usually happens on a “normal” Tuesday?
- How would it feel if something unexpected disrupted that routine?

Encourage students to reflect on how small changes can affect emotions and behaviour.

2. Title Prediction

Write the title *Tuesday* on the board and ask students to predict:

- Why might the playwright choose such an ordinary title?
- What kind of events might take place in the play?
- Could something unusual happen on an ordinary day?

Students record a short prediction in their copybooks.

3. Symbolic Thinking (Optional)

Explain that the play includes a strange or symbolic event.

Ask students to think about:

- Why writers sometimes use unusual or magical moments in realistic stories
- What an unexpected event might represent (e.g. change, truth, fear)

Students share ideas orally or note one prediction.



Extract

The following extract in three sections focuses on the characters of Magpie and Ash from the one act play 'Tuesday' by Alison Carr.

Section 1

BOTH: Here

ASH AND MAGPIE EMERGE. THEY ARE IDENTICAL. THIS COULD BE ACHIEVED BY THE TWO ACTORS WEARING THE SAME OUTFITS, HAVING THE SAME PHYSICALITY, WAY OF SPEAKING, ETC. HAVE FUN WITH IT. THE REACTION FROM THE OTHERS WILL ALSO PLAY INTO THIS – IS THERE POINTING AND WHISPERING AT THE TWO OF THEM? DOES THE GROUP MOVE AWAY, ISOLATING THEM?

ASH: Hang on.

MAGPIE: Hang on.

THEY STARE AT EACH OTHER. MIGHT THEY MIRROR EACH OTHER'S MOVEMENTS?

ASH: You're -

MAGPIE: You're -

ASH: No.

MAGPIE: No.

ASH: Stop copying me.

MAGPIE: Stop copying me.

ASH: Why do you look the same as me?

MAGPIE: Erm, it's you who looks the same as me.

ASH: Freckles here, here, here.

MAGPIE: Wonky ears. Trying to hide them under your hair.

ASH: Can you do that thing with your little finger?

MAGPIE: Yeah. Have you got that scar on your knee?

ASH: Yeah.

MAGPIE: From falling off your bike?

ASH: Yeah. It hurt.

MAGPIE: Really hurt.

ASH: What's your favourite crisps?

MAGPIE: Picked Onion Monster Munch. What's your favourite colour?

ASH: Green. Have you got a dog?

MAGPIE: A cat.

BOTH: Called Errol. Cool

Section 2

MAGPIE: Can you not call me 'Other Ash'. My name's Magpie.

ASH: Why do they call you that? No one calls me Magpie.

MAGPIE: Cos I like shiny things.

ASH: What?

MAGPIE: My Grandad called me it once as a joke but it stuck.

ASH: I don't get it.

MAGPIE: I take things. Sometimes. Things that aren't necessarily mine.

ASH: You steal things?

MAGPIE: Just little things. It's no big deal. And actually it's not even accurate cos I Googled it and magpies are scared of shiny objects so, yeah.

ASH: What kind of things do you steal?

MAGPIE: Sweets. Crisps. Jewellery. Make up. Anything. Nothing big. Everyone does it.

ASH: I don't.

MAGPIE: Don't look at me like that

Section 3

ASH APPEARS, FURTIVE. SHE BECKONS TO MAGPIE.

ASH: Come here.

MAGPIE: What?

ASH: Here.

MAGPIE DOES. ASH HOLDS OPEN HER BAG - MAGPIE SEES INSIDE.

MAGPIE: Where did you get all that?

ASH: Everyone's bags are just lying about. No one's paying attention.

MAGPIE: You stole it all?

ASH: Yeah. It was easy.

MAGPIE: You should put it back.

ASH: Why? I thought you'd be pleased.

MAGPIE: Why would I be pleased?

ASH: I thought it would be fun.

MAGPIE: Was it?

ASH: Not now it isn't, you've spoiled it.

MAGPIE: You don't want to be like me, Ash. You're good. People like you, respect you.

ASH: I'm boring.

MAGPIE: I'm jealous of boring. Being boring means your parents don't look so tired and disappointed all the time.

ASH: Being boring means my parents expect everything to be perfect. Top of the class, good at everything.

MAGPIE: The first thing I stole was two eyeshadows and a blusher from Topshop. I was with my friend Katie. She took a denim jacket – walked out wearing it – but I was too scared to take anything that big. We got out of the shop and a security guard appeared. Katie legged it but I was too slow. The security guard brought me back inside and rang my Mam.

ASH: I remember Katie.

MAGPIE: Yeah?

ASH: Her and her Dad moved away years ago. But I remember going to town with her most Saturdays, she was always trying to get me to nick stuff.

MAGPIE: You didn't, though.

ASH: No.

MAGPIE: Well I did. Mam came. She kept asking why did I do it, I didn't have to steal. The shop didn't call the police, and she took me home and grounded me. But that time we spent, from the shop to home, it was the most time we'd spent together in ages. I liked it. I kept stealing. Sometimes I'd get away with it, sometimes I wouldn't. When I'd get caught Mam or Dad or both of them would come and shout at me. They don't now, though. They've given up. But I can't stop myself cos maybe, maybe next time I do something wrong or bunk off school they'll be bothered again.

ASH: I'd love my parents to not be bothered about what I do, to leave me alone.

MAGPIE: You wouldn't if it happened.

ASH: Were they nice - the eyeshadows and blusher?

MAGPIE: No. Horrible.

ASH: You can still change.

MAGPIE: I don't know.

ASH: Do you want to?

MAGPIE: I think so. I don't really like who I am.

ASH: I don't think we're meant to, are we? Not yet



Activities Based on Extract (Teacher Guidance)

The following may be completed in written or oral format,
as individuals or as part of a group activity.

1. Identity and Mirroring

Ask students to examine Section 1, where Ash and Magpie appear identical.

Guide them to identify:

- Lines or stage directions that emphasise similarity or mirroring
- How this moment might be staged to highlight confusion or tension

Follow-up:

What might the physical similarity suggest about identity, peer pressure, or choice?

2. Choices and Consequences

Direct students to Section 3 and ask them to track the conversation about stealing.

Students should:

- Identify what motivates each character
- Note how their attitudes to stealing differ

Discussion prompt:

How does this extract suggest that behaviour is shaped by expectations, attention, or relationships?

Reflect and Respond (Teacher Guidance)

The following questions may be based on the extract included or form part of your extended study of the text. Students may like to complete the activities individually or collaboratively.

1. Diary Entry – Inner Conflict

Guide students to write a short diary entry from the perspective of Ash or Magpie after the events of the extract.

Encourage them to explore feelings about identity, choice, and pressure.

2. Persuasive Writing – Belonging and Behaviour

Ask students to write a persuasive response to the statement:

“Young people’s behaviour is shaped by the expectations of others.”

Students should support their viewpoint with reference to the extract.

3. Functional Writing – Advice Text

Invite students to write a short piece of advice for a young person who feels torn between fitting in and doing the right thing.

Guide them to draw on insights gained from Ash and Magpie’s conversation.

4. Analytical Writing – Identity and Choice

Ask students to write a short analytical response explaining how the extract explores identity and choice.

Guide them to refer to Ash and Magpie’s dialogue and actions to support their ideas.