International Women's Day Mystery Guest

What does she do? How did she get there?

Does her work affect others? Does her work affect you?

We interviewed our famous female mystery guest for International Women's Day. We asked her the questions below. Can you figure out who she is? Either try to work out her answers to the questions below before watching the video, or pause at each question and try to work out the answers as you go through the video. Is she who you think she is?

Can you describe your job in 3 words? Tick three!

| Building | Words | Numbers | Artist |
|-----------|-----------|-----------|---------|
| Decision | Computers | Architect | Answers |
| Professor | Sewing | Making | Teacher |

Is there anyone in Wales who is not affected by the work you do? Tick all that apply.

| Yes | 3 people | Children | No |
|----------------|------------------|--------------|----------|
| First Minister | Waste Collectors | Gardeners | Plumbers |
| Carers | Dads | Landlords | Aunties |
| 120,000 people | 42 people | 3.17 million | Sheep |

Put these words in the right order.

| data | statistics | getting | used | and |
|------|------------|---------|------|-----|
|------|------------|---------|------|-----|

What does an average day look like for you? Tick all that apply.

| Mean | Ethnic backgrounds Analyse | | Help |
|--------------|----------------------------|-------------|------------|
| Median | Meetings | Colleagues | Ministers |
| Mode | Team | Information | Statistics |
| Collect data | Impact | Genders | |

So, what do you do?

| Head of the NHS in Wales | Chief Statistician for Wales | |
|--------------------------|---------------------------------|--|
| First Minister for Wales | Managing Director of Wrexham FC | |

As Chief Statistician for Wales is it all spreadsheets and formulae?

| Yes | No | | |
|--|----|--|--|
| If no, then what is it Summarise Steph's answer in 10 words. | | | |
| | | | |

When you were a fledgling statistician was it more hands on with the data? Which of these things did Steph do on her career pathway to where she is now?

| School performance | Attendance | Number crunching | | |
|--------------------|---------------|------------------|--|--|
| Nothing | Managing data | Absence figures | | |



What is the role of a statistician? Tick all that apply.

| Being clear | Communicating what you can and can't use data for | | |
|---|---|--|--|
| Doing things with data that you shouldn't do! | Using really big, complicated formulae | | |

What A-levels did you study? Tick all that apply.

| French | Sociology | Further Maths | Welsh |
|--------|-----------|---------------|-------|
| Maths | German | English | Media |

Did that lead to university? If so, what did you study? _

Do you think your degree alters how you work? Summarise Steph's answer in 20 words.

How we use the statistics you generate, is this just as important as the actual figures? Mark on the scale of importance Steph's answer.

Less important

About the same level of important

More important

From university, how did you get to where you are now?

| Er, dunno? | Along the M4 | Statistics Night School |
|----------------------------------|-----------------|-------------------------|
| Graduate Scheme for Statistician | IT distribution | Gap year travelling |

Looking back would you change any part of you education? Summarise Steph's answer in 20 words.

Would it have been helpful to have A-level maths for your degree? Mark on the scale Steph's answer.

No certainly not

Maybe

Definitely

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International Women's Day

| Data is like What metaphor(s) does Steph use? | | | | | |
|---|----------------------|------------|--|--|--|
| A Boomerang A Telescope A Book | | | | | |
| An Encyclopaedia | Space, it's infinite | A Torch | | | |
| A Spanner | A Window | A Radiator | | | |

March 8th is International Women's Day. Is your team well balanced? In what ways does Steph think her team needs to make progress.

Do you have to look at any data in regards to climate change? Tick all that you think Steph discusses.

| Increasingly important | Energy Efficiency | | Tomatoes | | Support |
|---|-----------------------------|--------------|--------------------|---------------------------|---------------------------------|
| Housing conditions | Greenhouse gas emissions | | Reducing emissions | | Modelling pathways |
| Net Zero | Nature | | Biodiversity | | No such thing as climate change |
| Do you ever get stuck? Which of these does Steph say? | | | | | |
| Involving other people | | All the time | | Perspectives of others | |
| I don't have the answers | | Experiences | | Older and harder problems | |
| Breaking it down | | Next Steps | | Yes | |
| What do you think you should do when you get stuck? | | | | | |

What has been the greatest challenge so far? Write down 6 things Steph mentions.

Any advice for young people in school? Summarise Steph's answer in 10 words.

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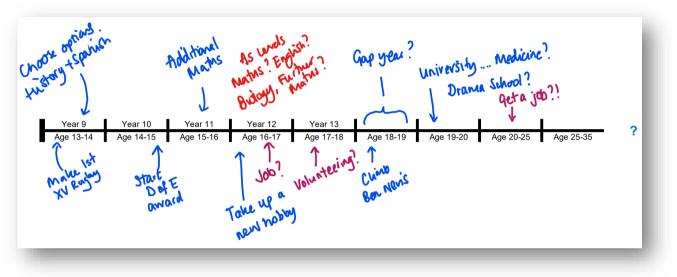


What's your plan?

How does the next 10-15 years look for you?

Complete the diagram below to sketch out what you think you might be doing over the next few years – or what you'd like to do? Aim high, the sky is not the limit!

Of course...depending on your age, you might already be able to fill this with what you did choose and do. Now, dream **big** for the rest of it!



Example:

Your plan:

| Year 9 | Year 10 | Year 11 | Year 12 | Year 13 | | | | I | 2 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|---|
| Age 13-14 | Age 14-15 | Age 15-16 | Age 16-17 | Age 17-18 | Age 18-19 | Age 19-20 | Age 20-25 | Age 25-35 | ſ |

Take a photo of the plan, and/or keep this diagram. Refer to it next week, next month or in five years' time. Remember, your plans will change, and that's ok, reflecting on these changes will be great too!

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