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WGU Health, Fitness, and Wellness (HIO1) Sample Questions (Q41-Q46):

NEW QUESTION # 41

Which of the following contribute to a healthy diet? Select 3 answers.

- A. Limiting intake of added sugars and salt
- B. Allocating over 20% of daily calories to saturated fatty acids
- C. Consuming whole-milk products after childhood
- D. Consuming three-ounce equivalents or more per day of whole-grain foods
- E. Choosing a variety of fruits and vegetables each day

Answer: A,D,E

Explanation:

A healthy diet supports steady energy, healthy body composition, heart health, digestion, and long-term disease prevention. The three options that most directly align with widely taught nutrition principles are limiting added sugars and salt (A), including whole grains (B), and eating a variety of fruits and vegetables (C).

Limiting added sugar helps reduce excess calorie intake with little nutritional value and supports healthier blood sugar patterns and dental health. Reducing salt (sodium) supports healthy blood pressure, which is a major protective factor for cardiovascular and kidney health. Choosing a variety of fruits and vegetables increases intake of fiber, potassium, and many vitamins and protective plant compounds. Variety matters because different colors and types provide different nutrient profiles (for example, leafy greens, orange vegetables, berries, and cruciferous vegetables each contribute unique benefits).

Consuming whole grains—such as oats, brown rice, whole-wheat bread, and whole-grain pasta—supports digestive health through fiber, improves fullness, and contributes nutrients like B vitamins and minerals.

Many educational nutrition plans encourage making at least half of grains whole, and "three-ounce equivalents or more" reflects a common daily target used in dietary planning.

The remaining options do not reflect healthy-diet guidance. Allocating over 20% of daily calories to saturated fat (D) is generally considered too high and is associated with poorer heart-health patterns when it displaces unsaturated fats. "Consuming whole-milk products after childhood (E)" is not a general requirement for health; while dairy can be part of a balanced diet, choosing lower-fat dairy is often recommended to limit saturated fat while still getting calcium and protein.

NEW QUESTION # 42

A teenager has collapsed at a friend's house and is not responding. What is the first life-saving step to take?

- A. Call 911.
- B. Find the teenager's parent.
- C. Make the teenager comfortable.
- D. Start chest compressions.

Answer: A

Explanation:

When a person collapses and is not responding, the first life-saving priority is to activate emergency medical help immediately.

Calling 911 brings trained responders and equipment (including defibrillators, oxygen, and medications) that can be crucial within minutes. In emergency care education, the earliest steps are often taught as: check responsiveness, shout for help, and call emergency services (or direct someone else to call) before moving into further actions.

After calling 911, the next step is to assess breathing. If the teen is not breathing normally (no breathing or only gasping), begin CPR—starting with chest compressions—and have someone retrieve an AED if available. If you are alone and have a phone, you can call 911

on speaker so you can follow dispatcher instructions while you begin the assessment and CPR steps. The key point is that calling 911 is the first action that ensures the fastest access to advanced care and professional guidance.

The other options delay effective treatment. Finding a parent can waste critical time, and a parent may not have emergency training or equipment. Making the teenager "comfortable" is not appropriate when the person is unresponsive; comfort measures apply when someone is awake, breathing adequately, and stable. Starting chest compressions can be vital after confirming abnormal breathing, but from the provided choices, calling

911 is the best "first" step because it initiates the chain of survival and ensures help is on the way while you proceed with CPR steps.

NEW QUESTION # 43

A 26-year-old individual has been experiencing fever, headache, and neck stiffness. Which main condition could this individual have developed?

- A. Ulcer
- B. Meningitis
- C. Asthma
- D. Hepatitis

Answer: B

Explanation:

Fever, headache, and neck stiffness are classic warning signs associated with meningitis, an inflammation of the meninges—the protective membranes covering the brain and spinal cord. This symptom combination is considered medically significant because meningitis can develop quickly and may become life-threatening without prompt evaluation and treatment. In many health education materials, the "triad" of fever + severe headache + stiff neck is strongly linked to meningitis, sometimes accompanied by sensitivity to light (photophobia), nausea/vomiting, confusion, or a rash (more common in certain bacterial types).

Meningitis can be caused by viruses (often milder and self-limited) or bacteria (more severe and requiring urgent antibiotics). Because bacterial meningitis can progress rapidly, the correct health and wellness guidance is to seek immediate medical care when these symptoms appear together—especially if symptoms are sudden, intense, or worsening.

The other options do not best match the symptom pattern. Hepatitis primarily affects the liver and is more commonly associated with fatigue, abdominal pain, nausea, dark urine, and jaundice rather than neck stiffness. An ulcer (stomach or duodenal) usually causes burning abdominal pain, indigestion, or nausea, not stiff neck and fever as key features. Asthma is a respiratory condition characterized by wheezing, chest tightness, coughing, and shortness of breath; it does not typically present with neck stiffness and fever.

From a wellness education perspective, prevention strategies include vaccination where appropriate (e.g., meningococcal vaccines), practicing good hygiene to reduce spread of infections, and understanding when symptoms require urgent medical attention.

Recognizing meningitis symptoms early is crucial because timely assessment and treatment can significantly improve outcomes.

NEW QUESTION # 44

Working to develop one's ability to understand others' emotions is an example of which SEL competency?

- A. Self-awareness
- B. Executive function
- C. Self-management
- D. Communication and leadership

Answer: D

Explanation:

Developing the ability to understand others' emotions is closely linked to empathy, which is a core part of SEL relationship skills and strong interpersonal communication. Among the provided options, the best match is communication and leadership (C) because effective communication and leadership depend on accurately reading others' emotions, responding respectfully, and adapting communication style to the needs of the situation. Leaders who understand emotions can motivate teams, resolve conflicts, and build trust—skills that are directly supported by empathy.

While self-awareness focuses on recognizing one's own emotions and patterns, the question specifically emphasizes understanding others' emotions, which goes beyond self-awareness. Self-management is about regulating one's own emotions and behavior, not interpreting others. Executive function relates to planning, attention, and impulse control; it supports good choices but is not the main competency for emotional understanding.

In practical terms, building this competency might include observing body language and tone, asking open-ended questions, listening without interrupting, and reflecting back what the other person seems to feel ("It sounds like you're frustrated"). This reduces

misunderstandings and strengthens relationships. In school and work, it can improve teamwork, customer/patient interactions, and conflict resolution.

So, the most accurate answer from the given choices is communication and leadership, because understanding others' emotions is central to effective human interaction and leading others in supportive, respectful ways.

NEW QUESTION # 45

Using face-to-face employee reviews to gain a better understanding of the employee's feelings and perspective is an example of which SEL competency?

- A. Self-awareness
- **B. Social-awareness**
- C. Communication and leadership
- D. Executive function

Answer: B

Explanation:

This scenario best matches social awareness (A). Social awareness involves understanding others' feelings, perspectives, and needs, and responding with empathy and respect. In a face-to-face employee review, the reviewer can observe nonverbal cues (tone, facial expression, posture), ask clarifying questions, and listen actively. This helps the manager accurately understand the employee's experience, concerns, and motivations—key components of social awareness.

Social awareness supports fair and supportive workplace interactions. Rather than focusing only on performance metrics, a socially aware approach considers the human factors that affect performance:

workload stress, unclear expectations, confidence, interpersonal conflict, or barriers outside work. By understanding the employee's perspective, the manager can respond more effectively—adjusting goals, offering training, clarifying expectations, or providing resources. This strengthens trust and can improve both well-being and productivity.

The other competencies do not fit as precisely. Executive function focuses on planning, organization, and impulse control—important for running a review but not the key skill described. Self-awareness involves recognizing one's own emotions and biases, which can be helpful during reviews, but the question emphasizes understanding the employee's feelings and perspective. Communication and leadership are certainly involved in conducting reviews, but the specific focus here is empathy and perspective-taking, which is the hallmark of social awareness.

In SEL, social awareness helps people build healthier relationships, reduce conflict, and create supportive environments—exactly what a thoughtful face-to-face review is meant to accomplish.

NEW QUESTION # 46

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