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WGU Health, Fitness, and Wellness (HIO1) Sample Questions (Q38-Q43):

NEW QUESTION # 38

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. Start chest compressions.
- D. Make the teenager comfortable.

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 # 39

Which description of the REM sleep phase is true?

- A. It is characterized by slowed breathing and heart rate.
- B. It is when most dreams occur.
- C. It is characterized by fluctuations between light sleep and wakefulness.
- D. It occurs in longer periods during the first half of the night.

Answer: B

Explanation:

REM (Rapid Eye Movement) sleep is best known as the stage in which most vivid dreaming occurs, making option C the true description. During REM, brain activity becomes more active and can resemble wakefulness in some ways, which helps explain why dreams can feel intense, emotional, and story-like. REM plays an important role in mental recovery, learning, and emotional processing, which is why adequate sleep time supports mood and cognitive performance.

REM does not usually occur in longer periods during the first half of the night. Instead, sleep cycles repeat roughly every 90 minutes, and REM periods typically become longer later in the night, especially in the second half. That is why cutting sleep short often reduces REM time disproportionately.

Option B is also incorrect because REM is not defined by a steady slowing of breathing and heart rate. While the body's muscles are largely relaxed and temporarily "inhibited" to prevent acting out dreams, breathing and heart rate can be more variable in REM compared with deeper non-REM sleep.

Option D describes Stage 1 (N1) rather than REM. Stage 1 is the drifting transition where a person can easily wake up, whereas REM is a distinct phase within the sleep cycle.

From a health and wellness perspective, understanding REM can help explain why consistent sleep duration matters. People often feel mentally foggy or emotionally reactive when they miss sleep because REM and other key stages are shortened. Supporting REM sleep involves steady sleep-wake times, limiting alcohol close to bedtime, managing stress, and creating a dark, cool, quiet sleep environment.

NEW QUESTION # 40

Which scenario is an example of self-awareness?

- A. Thinking an evaluator's feedback is an opportunity to improve instead of personal criticism
- B. Joining a study group to help fellow students by discussing one's work experiences
- C. Being mindful of one's word choice when communicating with a group
- D. Creating a system for organizing notes to make studying for assessments effective

Answer: A

Explanation:

Self-awareness involves recognizing one's own emotions, thoughts, strengths, limitations, and how these influence behavior. Option C—viewing an evaluator's feedback as an opportunity to improve rather than personal criticism—shows self-awareness because it reflects insight into how feedback can trigger emotional reactions and how reframing thoughts can change the response. This demonstrates awareness of inner dialogue and emotional interpretation, which are central to self-awareness.

In this scenario, the person recognizes that feedback might initially feel uncomfortable or threatening, but they choose a healthier interpretation: "This is useful information for growth." That mental reframing requires awareness of personal feelings (such as defensiveness or embarrassment) and an understanding that those feelings do not have to control the outcome. It also supports confidence and learning, which are key benefits of SEL.

The other options align more strongly with different SEL skills. A (being mindful of word choice in a group) is closely related to relationship skills and self-management—controlling communication to be respectful. B (joining a study group to help others) reflects relationship skills and social awareness—cooperation and support. D (creating an organization system for notes) is primarily executive function—planning and organization.

Self-awareness helps people identify triggers, understand what motivates them, and choose responses that match their goals and values. In health and wellness contexts, it supports recognizing stress signals, noticing negative self-talk, and adjusting behaviors early—before problems escalate.

NEW QUESTION # 41

What is a dimension of social health?

- A. Focusing efforts on workplace success
- B. Completing an undergraduate degree
- C. Seeking physical wellness
- D. Developing interpersonal relationships

Answer: D

Explanation:

A core dimension of social health is developing interpersonal relationships. Social health refers to how well a person connects with others, communicates, builds trust, resolves conflict, and maintains supportive networks. Healthy interpersonal relationships can include friendships, family connections, teammates, classmates, mentors, and community groups. Strong social ties are linked with better coping during stress, greater belonging, and improved overall well-being.

In Social and Emotional Learning (SEL), developing interpersonal relationships involves skills such as empathy, active listening, respectful communication, cooperation, and setting healthy boundaries. It also includes the ability to seek help when needed and to offer support to others appropriately. Social health is not simply "being popular"; it is about building relationships that are respectful, safe, and mutually supportive.

The other options are not direct dimensions of social health. Seeking physical wellness relates primarily to physical health behaviors (activity, sleep, hygiene, medical care). Completing an undergraduate degree is an educational achievement, which may influence social opportunities but is not itself a dimension of social health. Focusing efforts on workplace success relates to career development and achievement; it can involve social skills, but it is not the definition of social health.

Social health matters in daily life because relationships influence choices and habits: friends and family can encourage healthy behaviors, provide emotional support, and help a person feel connected. In wellness education, students are often encouraged to practice communication skills, conflict resolution, and community involvement because these strengthen social health and contribute to healthier emotional functioning.

NEW QUESTION # 42

Scheduling a team dinner far after sunset to accommodate several team members who are fasting during daylight hours is an example of which SEL competency?

- A. Self-management

- B. Social awareness
- C. Self-awareness
- D. Communication and leadership

Answer: B

Explanation:

This scenario is a strong example of social awareness (C). Social awareness involves recognizing and respecting the needs, values, and lived experiences of others, including cultural and religious practices. By scheduling a team dinner after sunset to support team members who are fasting during daylight hours, the organizer demonstrates empathy, inclusivity, and consideration of others' circumstances. This helps everyone feel respected and included, which supports a healthier team environment and stronger relationships.

Social awareness is more than simply knowing that people are fasting—it includes acting on that understanding in a practical way.

Adjusting the schedule shows perspective-taking: "How will this plan affect others, and how can we make it accessible?" This is an important SEL skill for reducing unintentional exclusion and building trust within groups. Inclusive planning can improve morale, cooperation, and psychological safety, leading to better communication and teamwork.

The other competencies are not as direct. Self-management relates to controlling one's own emotions and behaviors; it doesn't focus on others' needs. Self-awareness refers to understanding one's own feelings, beliefs, and triggers. Communication and leadership may be involved in organizing an event, but the key element highlighted here is awareness of and respect for others' needs—social awareness.

From a wellness perspective, inclusive practices also reduce stress for fasting individuals by removing social pressure to eat or attend during difficult times. It communicates belonging and respect, both of which positively influence emotional well-being and group cohesion.

NEW QUESTION # 43

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