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WGU C458 HEALTH FITNESS AND WELLNESS EXAM 2024/2025 ACTUAL EXAM 2 VERSIONS WITH COMPLETE QUESTIONS WITH DETAILED VERIFIED ANSWERS (100% CORRECT ANSWERS) /ALREADY GRADED A+

Nutrition - Answer provides the body with the nutrients it needs to perform its daily tasks

Undernutrition - Answer implies that the individual is not getting enough nutrients. This can occur even if the person is consuming more than enough calories

Malnutrition - Answer an imbalance of proper nutrients

Anorexia nervosa - Answer literally means loss of appetite, but this is a misnomer: A person with this is hungry, but denies the hunger because of an irrational fear of becoming fat. Self-starvation, food preoccupation and rituals, compulsive exercising, and often an absence of menstrual cycles in women. Untreated, can be fatal.

Bulimia - Answer characterized by recurring periods of binge eating, during which large amounts of food are consumed in a short period of time followed by purging (through self-induced vomiting, abuse of laxatives and/or diuretics) or periods of fasting

Binge eating disorder (BED) - Answer episodes of binge eating characterized by eating rapidly, eating large amounts of food even when not feeling hungry, and feeling guilty or depressed after overeating.

Obesity - Answer 15 to 20 percent above normal weight. Poor dietary patterns: include increased intake of sugars in sweetened soft drinks, foods, and meals of high energy, low nutrient density, and large portion sizes. At risk for serious health problems such as type 2 diabetes, hypertension, heart disease, stroke, and some types of cancer.

Minerals - Answer inorganic material. Form body parts (teeth and bones), maintain acid-base neutrality, regulate nerve impulses, osmotic pressure, and electrolyte balance

Major minerals - Answer needed by the body:

- calcium—milk, cheese, sardines, salmon, green vegetables
- phosphorus—milk, cheese, lean meat
- potassium—oranges, bananas, dried fruits
- sulfur—eggs, poultry, fish
- sodium—table salt, beef, eggs, cheese
- chloride—table salt, meat

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WGU Health, Fitness, and Wellness (HIO1) Sample Questions (Q40-Q45):

NEW QUESTION # 40

Which SEL skill is characterized by critical thinking and responsible decision making?

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

Answer: D

Explanation:

Executive function best matches the description of critical thinking and responsible decision-making.

Executive function refers to mental skills that help a person plan, focus attention, remember instructions, manage impulses, and weigh consequences before acting. These abilities support "thinking before doing," which is central to making responsible, thoughtful choices in academics, relationships, and health behaviors.

Critical thinking is part of executive function because it involves analyzing information, evaluating options, anticipating outcomes, and selecting the most appropriate response. Responsible decision-making requires considering safety, ethics, long-term consequences, and the impact on others-processes strongly connected to executive functioning skills like impulse control, planning, and flexible thinking.

The other options are related SEL areas but do not best fit the prompt. Communication and leadership involve expressing ideas clearly, listening, persuading, and guiding others-important, but not the core of critical thinking itself. Social awareness focuses on empathy, understanding social cues, and appreciating others' perspectives-also crucial, but not primarily about analyzing options and consequences. Self-management involves regulating emotions and behaviors, managing stress, and staying motivated; it supports decision-making but is more about controlling reactions than the thinking process described.

In practical wellness terms, executive function helps someone pause before reacting in conflict, choose healthier coping strategies under stress, resist risky behaviors, and follow through on goals. Strengthening executive function can involve planning routines, breaking tasks into steps, using reminders, practicing mindful pauses, and reflecting on outcomes after decisions.

NEW QUESTION # 41

Trying to understand the struggles that ELL students experience in a cohort is an example of which SEL competency?

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

Answer: D

NEW QUESTION # 42

Contacting the Writing Center for help after reviewing comments on a failed writing assessment is an example of which SEL competency?

- A. Communication and leadership
- B. Social awareness
- C. Self-management

- D. Executive function

Answer: D

Explanation:

This scenario best fits executive function (C) because it shows a structured, problem-solving response to feedback. Executive function includes planning, organizing, evaluating results, and choosing effective strategies to improve performance. Here, the individual first reviews comments (analyzes information), identifies the gap (why the assessment was unsuccessful), then selects an appropriate support resource (the Writing Center) and takes action. That sequence—reflect, plan, and act—represents executive functioning in a practical academic setting.

Executive function also includes persistence and flexible thinking. Instead of giving up or blaming external factors, the person uses feedback to guide a new approach. Contacting the Writing Center indicates the person is willing to adapt strategies, practice skills, and seek guidance. These behaviors increase the chance of improvement on future assignments because the individual is engaging in targeted learning rather than repeating the same approach.

The other options are less precise. Social awareness focuses on understanding others' emotions and perspectives; this scenario centers on improving one's own performance. Communication and leadership can be involved because the person will communicate with tutors or staff, but the key competency is the planning and decision-making behind seeking help. Self-management includes emotional control and motivation; it may play a supporting role (handling disappointment), but the central skill demonstrated is choosing an effective next step based on evaluation and planning—executive function.

In SEL-based wellness learning, executive function supports healthy coping with failure: using setbacks as information, adjusting study methods, and accessing resources. This approach strengthens confidence, reduces stress over time, and builds long-term academic resilience.

NEW QUESTION # 43

Which BMI range is associated with being underweight?

- A. 25.0-29.9
- B. 18.5-24.9
- C. 10.0-14.5
- D. 14.5-18.5

Answer: D

Explanation:

Body Mass Index (BMI) is a screening tool that uses height and weight to estimate whether a person's weight category may pose health risks. Standard BMI categories commonly used in health education classify underweight as a BMI below 18.5, healthy weight as 18.5-24.9, overweight as 25.0-29.9, and obesity at higher values. Based on these categories, the range that aligns with underweight among the given choices is 14.5-

18.5 (D) because it falls at and below the 18.5 cutoff (with most of the range being below 18.5).

Option B (18.5-24.9) is the typical healthy-weight range. Option C (25.0-29.9) matches the overweight category. Option A (10.0-14.5) is extremely low and may indicate severe underweight, but the question asks for the BMI range "associated with being underweight" in general; the broader underweight-related range offered is D.

From a wellness perspective, being underweight can be linked with concerns such as reduced energy, nutrient deficiencies (iron, calcium, vitamin D, B vitamins), lowered immune resilience, or decreased bone density—especially if underweight results from inadequate intake or underlying medical issues. That said, BMI is a screening measure, not a diagnosis: it does not directly measure body fat, muscle mass, or overall health. A person with a low BMI who is experiencing fatigue, frequent illness, or unintended weight loss should be assessed by a healthcare professional to identify causes and appropriate nutrition strategies.

NEW QUESTION # 44

A successful tennis player loses a first tournament. Despite the setback, the player is confident more training will lead to winning the next competition. Which mental health strategy is being employed?

- A. Avoidance
- B. Meet self needs
- C. Pursue happiness
- D. Optimism

Answer: D

Explanation:

The player is demonstrating optimism, a mental health strategy that involves maintaining a positive, realistic belief that future outcomes can improve through effort and learning. Optimism does not mean ignoring disappointment; it means interpreting setbacks as temporary and changeable, rather than permanent or personal failures. In this scenario, the athlete acknowledges the loss but believes that more training can improve performance and lead to success next time. That is classic optimistic thinking paired with a growth-oriented mindset.

Optimism supports emotional wellness by reducing feelings of helplessness and increasing resilience. After a loss, an optimistic person is more likely to reflect on what can be improved (skills, conditioning, strategy, recovery habits) and take constructive action. This approach helps manage stress because attention shifts from what went wrong to what can be done next. It also supports confidence and persistence—two qualities strongly linked with long-term achievement in sports and academics.

The other choices do not fit as well. Avoidance would look like ignoring the loss, skipping practice, or refusing to think about the tournament—none of which is happening. Pursue happiness is too general and doesn't capture the specific strategy of expecting improvement through future effort. Meet self needs refers more to self-care actions (rest, nutrition, boundaries, stress management), which can be part of recovery but is not the main strategy described.

In fitness and wellness learning, optimism is often taught alongside coping skills like reframing negative thoughts, setting process goals, and focusing on controllable actions—exactly what the player is doing by committing to training to influence the next outcome.

NEW QUESTION # 45

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