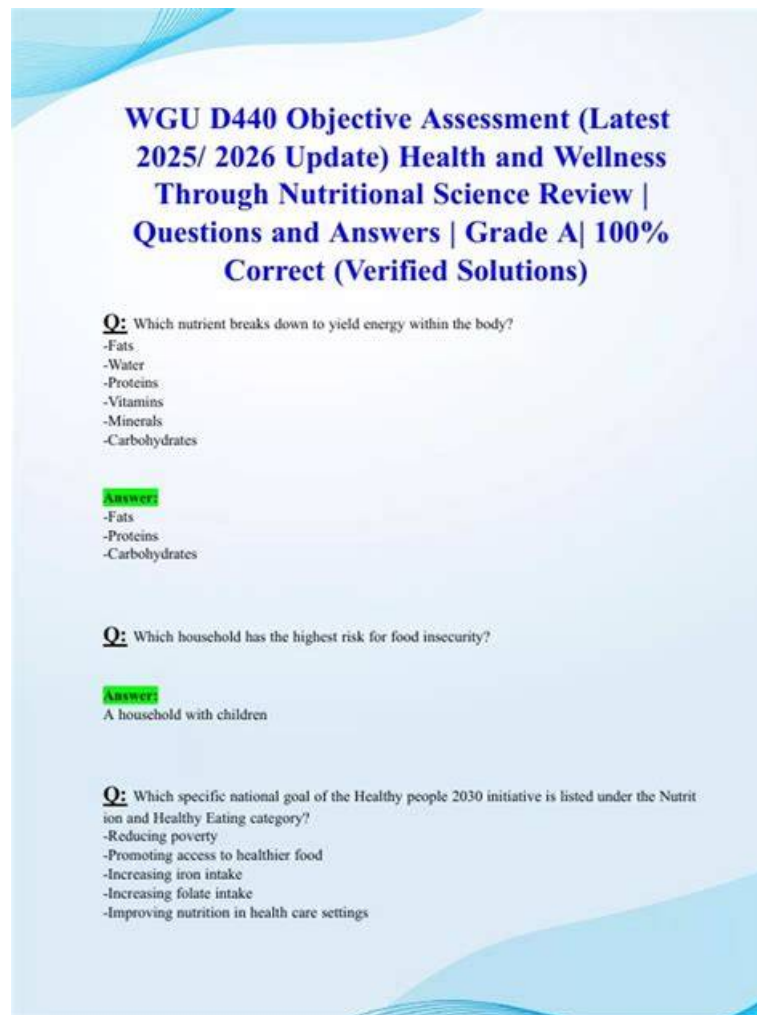


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WGU Health, Fitness, and Wellness (HIO1) Sample Questions (Q14-Q19):

NEW QUESTION # 14

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

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

Answer: A

Explanation:

This is an example of social awareness (D) because it involves empathy and perspective-taking toward others—specifically, understanding the challenges faced by English Language Learner (ELL) students.

Social awareness includes recognizing differences in experiences, appreciating diversity, and seeking to understand how social, cultural, and language factors can affect participation, confidence, and learning.

ELL students may face struggles such as translating academic language, processing instructions quickly, participating in discussions, and worrying about making mistakes in front of peers. They may also experience cultural adjustment and reduced confidence when expressing complex ideas in a non-native language. Trying to understand these struggles shows empathy and respect, which are central to social awareness. It can lead to supportive behaviors such as speaking clearly, avoiding unnecessary jargon, offering written summaries, being patient during discussions, and encouraging inclusive participation.

The other competencies are not the best match. Self-management focuses on controlling one's own emotions and behaviors. Executive function involves planning, organization, and problem-solving. Communication and leadership can be used to support ELL students (for example, facilitating inclusive group work), but the core skill described—trying to understand others' experiences—is most directly social awareness.

In SEL, social awareness helps build a welcoming learning environment where all students can succeed.

When peers develop understanding of ELL challenges, it reduces stigma, improves cooperation, and strengthens a sense of belonging—important factors for emotional wellness, academic engagement, and positive group dynamics.

NEW QUESTION # 15

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

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

Answer: A

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 # 16

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

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

Answer: A

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 # 17

When an individual gives a presentation in front of a group, the individual's voice trembles and body shakes. Which type of stress response is the individual demonstrating?

- A. Physiological
- B. Emotional
- C. Cognitive
- D. Behavioral

Answer: A

Explanation:

A trembling voice and shaking body during a presentation reflect a physiological stress response.

Physiological responses are the body's automatic physical changes that occur when the brain perceives a threat—such as public speaking, performance pressure, or fear of judgment. This response is often described as the "fight-or-flight" reaction. The body releases stress hormones that increase alertness and prepare muscles for action. As a result, people may experience shaking, sweaty palms, dry mouth, faster heartbeat, rapid breathing, or a tight chest.

In this scenario, the individual's symptoms are clearly physical. Voice trembling can occur because breathing becomes shallow and muscles around the throat tighten. Body shaking can happen from adrenaline effects on muscles and increased nerve activation. These reactions can be uncomfortable but are common, especially when someone feels evaluated by others.

The other categories do not best match the described signs. Cognitive stress responses are thought-based, such as racing thoughts, difficulty concentrating, or negative self-talk ("I'm going to mess up"). Emotional responses involve feelings like fear, embarrassment, or irritability. Behavioral responses involve actions like avoiding the presentation, fidgeting, or speaking too quickly. While cognitive, emotional, and behavioral responses may also be present, the question specifically describes physical symptoms, which are physiological.

Wellness strategies that help reduce physiological stress symptoms include slow breathing (longer exhales), grounding techniques, practicing the presentation, arriving early to acclimate, and reframing nerves as normal performance energy. Over time, repeated exposure and preparation can reduce the intensity of these bodily reactions.

NEW QUESTION # 18

Which sleep stage is characterized by fluctuations between light sleep and wakefulness?

- A. Stage 3
- B. REM
- C. Stage 1
- D. Stage 2

Answer: C

Explanation:

Stage 1 sleep (often called N1) is the lightest sleep stage and is best described as the transition between being awake and being asleep. During this stage, people commonly drift in and out of sleep and may still be aware of their surroundings. That "in-between" quality is why Stage 1 is associated with fluctuations between light sleep and wakefulness.

In Stage 1, the body begins to relax: muscle activity decreases, eye movements slow, and brain activity starts shifting away from fully awake patterns. Because this stage is very light, it's easy to wake up from it, and many people who are awakened during Stage 1 may even insist they were not asleep. Brief muscle twitches or the sensation of falling can occur as the nervous system transitions into sleep.

The other stages don't match this description. Stage 2 (N2) is also light sleep, but it is more stable than Stage 1 and represents a deeper "settled" sleep state where the body further relaxes and the brain shows specific patterns associated with maintaining sleep. Stage 3 (N3) is deep sleep, where awakening is difficult and restorative processes are emphasized, including physical recovery and immune support. REM is a distinct stage typically associated with vivid dreaming and active brain patterns, but it is not described as drifting back and forth between wakefulness and sleep. Instead, REM is a recognizable sleep phase that cycles throughout the night.

Understanding Stage 1 matters for wellness because frequent awakenings can keep someone stuck in lighter stages, leaving them feeling unrefreshed. Improving sleep habits (consistent schedule, reduced caffeine late in the day, and a calmer wind-down routine) can help the body move smoothly beyond Stage 1 into more restorative sleep.

NEW QUESTION # 19

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