

# New Health-Fitness-and-Wellness Test Notes, Health-Fitness-and-Wellness Pass Test Guide

## Health and Wellness Test Questions and Answers

The first step in developing a personal fitness plan is to - ✓✓ set goals

An example of a general long term fitness goal would be - ✓✓ lowering your risk for heart disease.

An example of a specific short term fitness goal would be - ✓✓ jogging 2 miles in 19 minutes.

Fitness improves most quickly during the first \_\_\_\_\_ of an exercise program - ✓✓ 6 months

cardiorespiratory endurance is developed by - ✓✓ doing activities that involve continuous rhythmic movements of large-muscle

Using several different activities to develop a particular fitness component is called - ✓✓ cross-training

The recommended total duration for cardiorespiratory endurance training is \_\_\_\_\_ minutes - ✓✓ 20-60

An appropriate frequency for a cardiorespiratory endurance program is \_\_\_\_\_ times per week - ✓✓ 3-5

The final step in physical fitness program planning is - ✓✓ making a commitment

periodization of training is a technique that - ✓✓ Program designed o promote long-term training

Exercise may help to improve insulin sensitivity, an important effect for people with - ✓✓ diabetes

Exercise for children under 12 years of age should focus on - ✓✓ cell development and fitness

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>> New Health-Fitness-and-Wellness Test Notes <<

**Health-Fitness-and-Wellness Pass Test Guide - Sample Health-Fitness-and-**

## Wellness Test Online

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### WGU Health, Fitness, and Wellness (HIO1) Sample Questions (Q32-Q37):

#### NEW QUESTION # 32

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

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

**Answer: D**

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 # 33

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

**Answer: A**

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 # 34

Which BMI range is associated with being underweight?

- A. 10.0-14.5
- B. 18.5-24.9
- C. 25.0-29.9
- **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 # 35

Rewarding oneself for successful, on-time progress is an example of which SEL competency?

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

**Answer: B**

Explanation:

Rewarding oneself for successful, on-time progress is a clear example of self-management. Self-management includes self-discipline, motivation, goal-directed behavior, and using strategies that help sustain effort over time. Rewarding yourself is a form of positive reinforcement—it strengthens habits by linking consistent effort with a meaningful benefit. For example, if a student meets weekly deadlines, they might reward themselves with a relaxing activity, extra leisure time, or a small treat. This reinforces consistency and helps maintain motivation when tasks feel demanding.

This behavior also reflects the ability to monitor progress and regulate behavior accordingly—key parts of self-management. The person recognizes achievement, chooses a healthy reward, and uses it to support continued commitment. It can also reduce burnout by balancing effort with recovery and enjoyment.

The other options do not fit as well. Communication and leadership involve working with and guiding others; rewarding oneself is internal. Social awareness focuses on understanding others' emotions and perspectives, not personal habit-building. Executive function is related to planning and organization, which helps a person complete tasks on time, but the act of rewarding oneself to maintain motivation is more directly a self-management tool.

In wellness contexts, self-management strategies like rewards work best when they are realistic and healthy—such as taking a walk, enjoying a hobby, or spending time with supportive people—rather than rewards that undermine goals. Used thoughtfully, self-reward supports persistence, confidence, and a positive relationship with personal growth.

#### NEW QUESTION # 36

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

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

**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 # 37

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