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WGU Health, Fitness, and Wellness (HIO1) Sample Questions (Q23-Q28):

NEW QUESTION # 23

A male individual has a family history of heart disease but is currently healthy. The individual wants advice on the type of exercise to reduce risk. Which approach is recommended by the American Heart Association to achieve this goal?

- A. Engage in a meditation program two to three times per week

- B. Engage in moderate-intensity aerobic exercise four to five times per week
- C. Engage in daily stretching exercises two to three times per week
- D. Engage in strength-training four to five times per week

Answer: B

Explanation:

For lowering future cardiovascular risk-especially with a family history of heart disease-the most consistently recommended exercise foundation is moderate-intensity aerobic activity performed regularly throughout the week. The American Heart Association (AHA) advises adults to get at least 150 minutes per week of moderate-intensity aerobic activity (or 75 minutes vigorous, or a combination), preferably spread across the week. A very practical way to meet that goal is about 30 minutes on 5 days per week, which aligns closely with "four to five times per week." Moderate-intensity aerobic exercise includes brisk walking, cycling at an easy-to-moderate pace, swimming, or dancing-activities that raise the heart rate and breathing while still allowing conversation (the "talk test").

These workouts improve cardiorespiratory fitness, help manage blood pressure, support healthy cholesterol patterns, improve insulin sensitivity, and assist with weight management-key protective factors for heart health.

The other options are valuable but are not the primary AHA approach for reducing heart-disease risk in an otherwise healthy person. Stretching supports mobility and comfort, but it does not provide the same cardiovascular conditioning. Meditation can reduce stress and may support heart health indirectly, but it is not a substitute for aerobic conditioning. Strength training is important and is also recommended by the AHA (typically at least 2 days per week), but on its own it does not replace aerobic activity as the main strategy for cardiovascular risk reduction.

So, the best single choice is moderate-intensity aerobic exercise four to five times per week, ideally combined with some resistance training across the week for a complete heart-healthy routine.

NEW QUESTION # 24

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

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 # 25

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

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

- D. Self-awareness

Answer: C

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 # 26

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

Answer: D

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 # 27

Which scenario is an example of exercising executive function?

- A. Contacting people in a cohort to join a study group
- B. Recognizing a need to create a better work and life balance
- **C. Contacting the Math Center for help after a failed math assessment**
- D. Rewarding oneself for successful on-time progress

Answer: C

Explanation:

Executive function refers to the mental skills used to plan, organize, prioritize, and problem-solve. It includes setting goals, monitoring progress, adjusting strategies, and making responsible choices based on feedback. In this question, contacting the Math Center for help after a failed math assessment (D) best demonstrates executive function because it shows a logical, goal-directed response to a problem: the person reviews the outcome (failed assessment), identifies a need (improve understanding), selects a resource (Math Center), and takes an action aligned with future success. This reflects planning and problem-solving rather than avoidance.

Option A (recognizing a need for better work-life balance) reflects insight and reflection, but it is more closely linked to self-awareness unless it includes a clear plan and follow-through steps. Option B (contacting cohort members to join a study group) is a helpful academic strategy and may involve planning, but it primarily emphasizes collaboration and communication.

Option C (rewarding oneself for on-time progress) is a self-management strategy that supports motivation and habit-building rather than the decision-making and problem-solving process.

In Social and Emotional Learning, executive function skills help individuals respond constructively to setbacks. Instead of interpreting failure as a dead end, they treat it as data: "What didn't work, and what can I do differently?" Then they choose practical next steps such as seeking tutoring, creating a study schedule, breaking topics into smaller goals, and practicing consistently. This competency supports academic performance, workplace success, and health behaviors because it strengthens the ability to make planned choices rather than reacting impulsively or giving up.

NEW QUESTION # 28

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