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연습 문제

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1년간 무료 업데이트 제공

Exam : Health Fitness and Wellness

**Title : WGU Health, Fitness, and
Wellness (HIO1)**

Version : DEMO

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

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

Answer: D

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.

2. Which reaction is common with food intolerance?

- A. Swelling in the mouth
- B. Tightening in the throat
- C. Stomach cramps
- D. Difficulty breathing

Answer: C

Explanation:

Food intolerance commonly causes digestive symptoms, and stomach cramps are among the most typical reactions. A food intolerance is generally different from a food allergy. Intolerances usually involve the digestive system's difficulty processing a food or component (for example, lactose intolerance due to low lactase enzyme activity). Symptoms often include abdominal pain or cramps, bloating, gas, nausea, and diarrhea. These symptoms may appear after eating certain foods and can vary with the amount consumed.

In contrast, swelling in the mouth, throat tightening, and difficulty breathing are warning signs more consistent with an allergic reaction, which involves the immune system and can become severe rapidly. Those symptoms can signal airway involvement and may indicate an emergency situation requiring

immediate medical attention. The fact that options A, B, and D involve the mouth/throat/airway strongly points away from intolerance and toward allergy.

Understanding the difference matters for health and safety. While intolerances can significantly affect comfort and quality of life, they are less likely to cause sudden life-threatening reactions. Management typically focuses on identifying trigger foods, adjusting portion sizes, choosing substitutes (like lactose-free dairy), and reading ingredient labels. Keeping a food-and-symptom log can help pinpoint patterns. If symptoms are severe, persistent, or confusing—or if there is any airway swelling, hives, or breathing trouble—medical evaluation is important to rule out allergy or other conditions.

Therefore, the best answer is stomach cramps, because gastrointestinal discomfort is a hallmark feature of food intolerance, while breathing-related symptoms are far more characteristic of allergic reactions.

3. A 75-year-old individual has sudden symptoms of numbness in one arm, difficulty speaking, and blurred vision.

Which condition causes these symptoms?

- A. Heart attack
- B. Metabolic syndrome
- C. Epilepsy
- D. Stroke

Answer: D

Explanation:

A stroke occurs when blood flow to part of the brain is suddenly blocked (ischemic stroke) or a blood vessel in the brain ruptures (hemorrhagic stroke). Because brain tissue depends on a constant supply of oxygen and nutrients, even a brief interruption can cause rapid loss of function in the area of the brain that controls speech, movement, or vision. That is why stroke symptoms often appear suddenly and may affect only one side of the body.

The symptoms described—numbness in one arm, difficulty speaking, and blurred vision—are well-known warning signs of stroke. Many health education resources teach the FAST or BE FAST approach: facial drooping, arm weakness/numbness, speech difficulty, and urgency of time; vision changes are also commonly included as stroke warning signs. These symptoms reflect brain involvement rather than a problem starting in the heart or digestive system.

The other options do not match as closely. A heart attack typically causes chest pressure/pain, shortness of breath, sweating, and sometimes arm or jaw pain—but it does not usually present with sudden one-sided numbness, speech disturbance, and vision changes as the main features. Metabolic syndrome is a long-term cluster of risk factors (such as abdominal obesity, high blood pressure, abnormal cholesterol, and insulin resistance), not a sudden neurological event. Epilepsy can cause seizures, confusion, or loss of consciousness, but the specific combination of one-sided numbness with speech and vision changes is more characteristic of stroke.

From a wellness perspective, this question reinforces two essentials: (1) recognition of stroke signs, and (2) immediate action, because rapid treatment can reduce brain damage and improve outcomes. If these symptoms occur, emergency services should be contacted urgently.

4. Which method is an effective way to prevent cross-contamination?

- A. Use different cutting boards for meat and produce
- B. Store food in separate containers in the freezer

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- C. Cook foods in different pots and pans
 - D. Rinse produce before cutting or consuming

Answer: A

Explanation:

Cross-contamination happens when harmful microorganisms (often from raw meat, poultry, seafood, or eggs) transfer to ready-to-eat foods such as fruits, vegetables, or cooked items. A highly effective prevention method is using different cutting boards for meat and produce (A). This practice prevents raw juices or residue—potentially containing bacteria—from contacting foods that may not be cooked afterward. It's especially important because many produce items are eaten raw, so any bacteria transferred onto them can be consumed.

While options B and C may help organization or cooking efficiency, they are not as direct or comprehensive for preventing cross-contamination during food preparation. Storing food in separate freezer containers can reduce mixing and mess, but cross-contamination most commonly occurs during prep on counters, boards, knives, and hands. Cooking foods in different pots and pans can help, yet bacteria are often transferred before foods reach the heat of cooking, and shared utensils or surfaces can still spread contaminants.

Option D (rinsing produce) can reduce dirt and some surface contamination, but it does not address the main cross-contamination pathway from raw meat to produce via cutting boards and utensils. Also, rinsing cannot be relied on to remove all harmful microorganisms once contamination occurs. Using separate boards—along with washing knives, counters, and hands with soap and warm water after handling raw animal products—is a cornerstone safety habit taught in health and nutrition education. In short, separating raw and ready-to-eat foods at the cutting board level is one of the most effective, simple, and consistent ways to reduce food-borne illness risk.

5. Which scenario is an example of self-awareness?

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

Answer: C

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.