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### NEW QUESTION: 1

What are recommended ways to maintain good dental hygiene? Choose 3 answers.

- A. Visiting a dentist once a year
- B. Using fluoride toothpaste
- C. Flossing daily
- D. Brushing teeth with rigorous strokes
- E. Brushing teeth after meals

**Answer: A,B,C (LEAVE A REPLY)**

Good dental hygiene focuses on preventing cavities, gum disease, and bad breath by controlling plaque (a sticky film of bacteria) and strengthening tooth enamel. Three widely recommended, core strategies are:

regular dental visits, brushing with fluoride toothpaste, and cleaning between teeth daily.

Using fluoride toothpaste (B) is strongly recommended because fluoride helps remineralize enamel and makes teeth more resistant to decay. Brushing twice daily with fluoride toothpaste removes plaque and reduces the bacteria that cause cavities and gum inflammation.

Flossing daily (C) is essential because a toothbrush cannot effectively clean the tight spaces between teeth or under the gumline edges. Flossing helps prevent cavities between teeth and reduces the risk of gingivitis by removing trapped food particles and plaque in areas brushes miss.

Visiting a dentist once a year (A) supports prevention through professional cleaning and early detection of cavities, gum disease, and other oral health issues. Some people may need checkups more often depending on risk, but "once a year" reflects a reasonable baseline for routine preventive care.

Two options are not ideal. Brushing with rigorous strokes (D) is discouraged because aggressive brushing can wear enamel and irritate gums, potentially leading to gum

recession and sensitivity. Effective brushing should be gentle, thorough, and consistent, not forceful.

Brushing teeth after meals (E) can be helpful sometimes, but it is not always the top universal recommendation compared with twice-daily brushing and daily flossing. In some cases—especially after acidic foods or drinks—brushing immediately may not be ideal for enamel. Therefore, the best three foundational choices are A, B, and C.

### **NEW QUESTION: 2**

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

**Answer:** ([SHOW ANSWER](#))

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.

### **NEW QUESTION: 3**

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

- A.** Social awareness
- B.** Communication and leadership

C. Executive function

D. Self-management

**Answer: (SHOW ANSWER)**

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: 4**

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

A. Communication and leadership

B. Executive function

C. Self-management

D. Social awareness

**Answer: (SHOW ANSWER)**

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: 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: (SHOW ANSWER)**

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.

### **NEW QUESTION: 6**

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

**Answer:** ([SHOW ANSWER](#))

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: 7**

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

**Answer: (SHOW ANSWER)**

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: 8**

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: (SHOW ANSWER)**

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: 9**

Using face-to-face employee reviews to gain a better understanding of the employee's feelings and perspective is an example of which SEL competency?

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

**Answer: (SHOW ANSWER)**

This scenario best matches social awareness (A). Social awareness involves understanding others' feelings, perspectives, and needs, and responding with empathy and respect. In a face-to-face employee review, the reviewer can observe nonverbal cues (tone, facial expression, posture), ask clarifying questions, and listen actively. This helps the manager accurately understand the employee's experience, concerns, and motivations-key components of social awareness.

Social awareness supports fair and supportive workplace interactions. Rather than focusing only on performance metrics, a socially aware approach considers the human factors that affect performance:

workload stress, unclear expectations, confidence, interpersonal conflict, or barriers outside work. By understanding the employee's perspective, the manager can respond more effectively-adjusting goals, offering training, clarifying expectations, or providing resources. This strengthens trust and can improve both well-being and productivity. The other competencies do not fit as precisely. Executive function focuses on planning, organization, and impulse control-important for running a review but not the key skill

described. Self-awareness involves recognizing one's own emotions and biases, which can be helpful during reviews, but the question emphasizes understanding the employee's feelings and perspective. Communication and leadership are certainly involved in conducting reviews, but the specific focus here is empathy and perspective-taking, which is the hallmark of social awareness.

In SEL, social awareness helps people build healthier relationships, reduce conflict, and create supportive environments-exactly what a thoughtful face-to-face review is meant to accomplish.

### **NEW QUESTION: 10**

- A.** Increased low-density lipoproteins
- B.** Increased insulin sensitivity
- C.** Increased triglycerides
- D.** Increased muscle mass

**Answer: (SHOW ANSWER)**

A common and clinically meaningful benefit of significant weight loss in an overweight individual is increased insulin sensitivity. Insulin is a hormone that helps move glucose (sugar) from the bloodstream into body cells to be used for energy. When a person is overweight-especially with higher abdominal fat-cells often become less responsive to insulin, a condition called insulin resistance. To compensate, the body produces more insulin, and over time blood sugar control may worsen, increasing the risk for prediabetes and type 2 diabetes.

Weight loss can improve insulin sensitivity by reducing excess fat stores and lowering inflammation that interferes with normal insulin signaling. As cells respond better to insulin, the body can manage blood glucose more effectively, often resulting in steadier energy levels and improved metabolic health. This is one reason lifestyle changes that include improved nutrition and regular physical activity are emphasized for reducing diabetes risk. The other options do not reflect typical health improvements linked to weight loss. Increased low-density lipoproteins (LDL) and increased triglycerides are generally considered unfavorable for cardiovascular health; healthy weight loss is more often associated with improvements in these markers (though individual results depend on diet quality, genetics, and activity). Increased muscle mass can occur if weight loss is paired with resistance training and adequate protein, but it is not the most consistent "automatic" outcome of weight loss; without strength training, some lean mass can be lost along with fat. The most reliable metabolic benefit highlighted in health education is better insulin action-meaning increased insulin sensitivity.

### **NEW QUESTION: 11**

Which reaction is common with food intolerance?

- A.** Difficulty breathing
- B.** Stomach cramps

C. Swelling in the mouth

D. Tightening in the throat

**Answer: (SHOW ANSWER)**

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.

### **NEW QUESTION: 12**

Which of the following behaviors may indicate substance abuse? Choose 3 answers.

A. Increasing secretiveness and isolation

B. Changing friends or peers abruptly

C. Increasing time on the Internet

D. Declining school or job performance

E. Fixating on specific tasks or processes

**Answer: (SHOW ANSWER)**

Substance abuse can affect behavior, relationships, and responsibilities, often creating noticeable changes over time. Three common warning signs taught in wellness education include increasing secretiveness and isolation (A), changing friends abruptly (B), and declining school or job performance (D).

Secretiveness and isolation can occur when a person tries to hide use, avoid questions, or escape accountability. They may withdraw from family activities, spend more time alone, or

become defensive about where they go or how they spend money. Abruptly changing friends or peers may reflect shifting toward social groups where substance use is more accepted or accessible, or distancing from peers who might challenge the behavior. This can also show up as changes in routines, hangouts, or unwillingness to introduce new friends to family.

Declining performance is a major functional sign. Substance misuse can impair attention, memory, motivation, punctuality, and decision-making. A person may miss classes or work, turn in incomplete assignments, lose interest in previously valued goals, or receive negative feedback from teachers or supervisors. When substance use becomes a priority, responsibilities often suffer.

The other options are less specific. Increasing time on the Internet (C) can happen for many reasons (school, gaming, socializing, work) and is not a reliable indicator by itself. Fixating on specific tasks or processes (E) may relate to personality traits, stress, or certain mental health patterns; it is not a classic substance misuse warning sign without additional context.

Wellness guidance emphasizes looking for patterns and clusters of changes—behavioral shifts, social withdrawal, and performance decline—rather than relying on a single sign.

### **NEW QUESTION: 13**

Which action is an effective way of preventing the consumption of food-borne bacteria?

- A.** Microwave food until it is very hot
- B.** Allow cooked food to remain at room temperature
- C.** Use a food thermometer and cooking temperature chart
- D.** Cook beef until it is at least medium rare

**Answer:** [\(SHOW ANSWER\)](#)

The most reliable way to prevent consuming food-borne bacteria is to ensure food reaches a safe internal temperature, which is why using a food thermometer and a cooking temperature chart (C) is the best answer. Harmful bacteria can survive if food is undercooked, and appearance alone (color, texture, "hot enough," or cooking time) can be misleading. A thermometer directly measures whether the thickest part of the food has reached a temperature high enough to reduce pathogens to safe levels.

Option A sounds helpful, but "very hot" is vague and not measurable; microwaves can heat unevenly, leaving cold spots where bacteria survive. Microwaving can be safe when done properly, but without verifying temperature, it's not the most effective prevention strategy.

Option B is unsafe: leaving cooked food at room temperature for extended periods allows bacteria to multiply rapidly. Option D can be risky because "medium rare" may not reach the internal temperature needed to reduce bacteria to safe levels for all people and situations—especially for ground meats, which generally require more thorough cooking because bacteria can be mixed throughout the product.

Health and wellness education emphasizes several food-safety habits: cook to safe temperatures, avoid the

"danger zone" where bacteria multiply quickly (food left warm for too long), chill leftovers promptly, and reheat leftovers thoroughly. Among the listed options, the thermometer approach is the most precise and consistently recommended because it removes guesswork and directly supports safe eating.

#### **NEW QUESTION: 14**

Which reaction is common with food intolerance?

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

**Answer:** ([SHOW ANSWER](#))

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#### **NEW QUESTION: 15**

Which term categorizes vitamins and minerals?

- A. Antioxidants
- B. Essential amino acids
- C. Macronutrients

## D. Micronutrients

**Answer: (SHOW ANSWER)**

Vitamins and minerals are categorized as micronutrients because the body needs them in small amounts to support essential functions, even though they do not provide calories (energy). They play critical roles in maintaining normal growth, immune function, bone health, blood formation, nerve signaling, and metabolism.

For example, vitamins such as A, C, D, E, K, and the B-complex help regulate processes like vision, collagen formation, calcium absorption, antioxidant defense, and energy metabolism. Minerals such as calcium, iron, potassium, magnesium, zinc, and iodine support bone structure, oxygen transport, fluid balance, muscle contraction, enzyme activity, and thyroid function.

Micronutrients differ from macronutrients (carbohydrates, fats, and proteins), which are needed in larger quantities and supply the body with energy and building materials. In a balanced diet, macronutrients provide fuel and tissue-building components, while micronutrients help the body use that fuel effectively and keep organs and systems functioning properly.

The other options are not correct categories for vitamins and minerals. Antioxidants describe substances that help protect cells from oxidative damage; some vitamins (like C and E) act as antioxidants, but not all vitamins and minerals are classified that way. Essential amino acids are the building blocks of protein that must come from food; they are not vitamins or minerals. Therefore, "micronutrients" is the broad, accurate classification that includes both vitamins and minerals, highlighting their importance despite the small amounts required.

## NEW QUESTION: 16

Which of the following contribute to a healthy diet? Select 3 answers.

- A. Limiting intake of added sugars and salt
- B. Consuming three-ounce equivalents or more per day of whole-grain foods
- C. Choosing a variety of fruits and vegetables each day
- D. Allocating over 20% of daily calories to saturated fatty acids
- E. Consuming whole-milk products after childhood

**Answer: A,B,C (LEAVE A REPLY)**

A healthy diet supports steady energy, healthy body composition, heart health, digestion, and long-term disease prevention. The three options that most directly align with widely taught nutrition principles are limiting added sugars and salt (A), including whole grains (B), and eating a variety of fruits and vegetables (C).

Limiting added sugar helps reduce excess calorie intake with little nutritional value and supports healthier blood sugar patterns and dental health. Reducing salt (sodium) supports healthy blood pressure, which is a major protective factor for cardiovascular and kidney health. Choosing a variety of fruits and vegetables increases intake of fiber, potassium, and many vitamins and protective plant compounds. Variety matters because different colors

and types provide different nutrient profiles (for example, leafy greens, orange vegetables, berries, and cruciferous vegetables each contribute unique benefits).

Consuming whole grains—such as oats, brown rice, whole-wheat bread, and whole-grain pasta—supports digestive health through fiber, improves fullness, and contributes nutrients like B vitamins and minerals.

Many educational nutrition plans encourage making at least half of grains whole, and "three-ounce equivalents or more" reflects a common daily target used in dietary planning. The remaining options do not reflect healthy-diet guidance. Allocating over 20% of daily calories to saturated fat (D) is generally considered too high and is associated with poorer heart-health patterns when it displaces unsaturated fats. "Consuming whole-milk products after childhood (E)" is not a general requirement for health; while dairy can be part of a balanced diet, choosing lower-fat dairy is often recommended to limit saturated fat while still getting calcium and protein.

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#### **NEW QUESTION: 17**

Which of the following is a type of barrier contraception?

- A. An IUD
- B. A diaphragm
- C. The pill
- D. The patch

**Answer: (SHOW ANSWER)**

A diaphragm is a type of barrier contraception, meaning it works by physically blocking sperm from reaching the egg. It is a shallow, flexible cup that is placed inside the vagina to cover the cervix before sexual activity. Barrier methods reduce the chance of pregnancy by preventing sperm from entering the uterus.

Diaphragms are often used with spermicide to increase effectiveness, and correct use (proper placement and timing) is important for best results.

The other options are not barrier methods. An IUD (intrauterine device) is placed in the uterus and works through different mechanisms depending on type (copper or hormonal), but it does not function as a barrier placed over the cervix. The pill and the patch are hormonal contraceptives. They mainly prevent pregnancy by suppressing

ovulation (preventing release of an egg) and by changing cervical mucus and the uterine lining.

In physical and reproductive health education, contraception is often categorized by method type: barrier (condoms, diaphragm, cervical cap), hormonal (pill, patch, ring, injection, implant), and intrauterine (IUD). It's also important to understand protection differences: many barrier methods (notably external and internal condoms) can reduce risk of sexually transmitted infections, while most non-barrier hormonal and intrauterine methods do not protect against infections. This is why education often emphasizes choosing methods based on pregnancy prevention goals, health considerations, and whether STI protection is needed.

So, among the choices listed, the diaphragm is clearly the barrier contraceptive.

### **NEW QUESTION: 18**

A 26-year-old individual has been experiencing fever, headache, and neck stiffness. Which main condition could this individual have developed?

- A. Hepatitis
- B. Meningitis
- C. Ulcer
- D. Asthma

**Answer: (SHOW ANSWER)**

Fever, headache, and neck stiffness are classic warning signs associated with meningitis, an inflammation of the meninges—the protective membranes covering the brain and spinal cord. This symptom combination is considered medically significant because meningitis can develop quickly and may become life-threatening without prompt evaluation and treatment. In many health education materials, the "triad" of fever + severe headache + stiff neck is strongly linked to meningitis, sometimes accompanied by sensitivity to light (photophobia), nausea/vomiting, confusion, or a rash (more common in certain bacterial types).

Meningitis can be caused by viruses (often milder and self-limited) or bacteria (more severe and requiring urgent antibiotics). Because bacterial meningitis can progress rapidly, the correct health and wellness guidance is to seek immediate medical care when these symptoms appear together—especially if symptoms are sudden, intense, or worsening. The other options do not best match the symptom pattern. Hepatitis primarily affects the liver and is more commonly associated with fatigue, abdominal pain, nausea, dark urine, and jaundice rather than neck stiffness. An ulcer (stomach or duodenal) usually causes burning abdominal pain, indigestion, or nausea, not stiff neck and fever as key features. Asthma is a respiratory condition characterized by wheezing, chest tightness, coughing, and shortness of breath; it does not typically present with neck stiffness and fever.

From a wellness education perspective, prevention strategies include vaccination where appropriate (e.g., meningococcal vaccines), practicing good hygiene to reduce spread of

infections, and understanding when symptoms require urgent medical attention. Recognizing meningitis symptoms early is crucial because timely assessment and treatment can significantly improve outcomes.

**NEW QUESTION: 19**

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

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

**Answer: (SHOW ANSWER)**

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: 20**

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

**Answer: C (LEAVE A REPLY)**

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: 21**

Which term describes the amount of energy that can be derived from food?

- A. Nutrient
- B. Calories
- C. Vitamins
- D. Metabolism

**Answer: (SHOW ANSWER)**

Calories are the standard unit used to describe the amount of energy provided by food and drinks, so option B is correct. In nutrition education, calories represent how much potential energy the body can obtain from what you eat. Your body uses this energy to power essential functions such as breathing, circulation, maintaining body temperature, repairing tissues, and supporting movement and exercise.

Calories primarily come from macronutrients: carbohydrates, fats, and proteins (and also alcohol). Each macronutrient contributes a certain amount of energy per gram, and the total calorie content of a food depends on how much of these macronutrients it contains. When energy intake from calories matches energy needs, body weight tends to stay stable. When intake is consistently higher than needs, excess energy is stored (often as body fat). When intake is consistently lower than needs, the body draws on stored energy, which can lead to weight loss.

The other options are related concepts but don't mean "energy amount." A nutrient is a broad term for substances the body needs for health (including carbohydrates, fats, proteins, vitamins, minerals, and water).

Not all nutrients provide energy—vitamins and minerals, for example, support body processes but do not supply calories. Vitamins are micronutrients required in small amounts for functions like immunity, vision, and energy metabolism, but they are not a direct measure of energy. Metabolism refers to the body's chemical processes that convert food into energy and building blocks; it describes the process, not the unit of energy.

For fitness and health, focusing on both calorie balance and nutrient quality is important—choosing nutrient-dense foods helps support performance, recovery, and long-term wellness.

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