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WGU Health, Fitness, and Wellness (HIO1)

WGU Health-Fitness-and-Wellness

Version Demo

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QUESTION NO: 1

Which habits are likely to support consistent, restorative sleep? **Choose 3 answers.**

- A. Maintain a regular sleep and wake schedule.
- B. Limit caffeine later in the day.
- C. Keep the sleep environment dark, quiet, and comfortable.
- D. Use alcohol each evening to fall asleep faster.
- E. Take a long nap late in the afternoon whenever tired.

ANSWER: A B C

Explanation:

Maintaining a regular sleep and wake schedule helps regulate the body's sleep-wake rhythm. Limiting caffeine later in the day can reduce difficulty falling asleep because caffeine is a stimulant that may remain active for hours. Creating a dark, quiet, comfortable sleep environment reduces distractions that can interfere with sleep onset and sleep continuity.

Alcohol may make a person feel sleepy initially, but it can disrupt sleep later in the night. Long or late naps can also make it harder to fall asleep at the intended bedtime.

QUESTION NO: 2

Which behaviors can help reduce the transmission of respiratory viruses in a shared workplace? **Choose 3 answers.**

- A. Stay home when ill, especially when feverish.
- B. Improve ventilation by opening windows when conditions allow.
- C. Cover coughs and sneezes with a tissue or elbow.
- D. Share used drinking containers with coworkers.
- E. Attend work while acutely ill to build immunity in others.

ANSWER: A B C

Explanation:

Staying home when sick, improving ventilation when possible, and covering coughs and sneezes are effective measures that reduce exposure to respiratory droplets and aerosols. Hand hygiene is also useful, particularly after contact with respiratory secretions. Sharing used drinking containers and attending work while feverish can increase the likelihood of spreading illness to coworkers.

QUESTION NO: 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: C

Explanation:

Executive function is correct because the learner is using feedback to monitor performance, recognize that the current approach did not achieve the desired result, and deliberately select a resource to improve the next attempt. These are practical executive-function behaviors: reflecting on outcomes, adapting a strategy, planning a next step, and following through with goal-directed action. Contacting the Writing Center is not merely an academic service interaction; in this situation, it represents an intentional response to assessment feedback that helps the learner manage a writing task more effectively. WGU's Writing Center provides individualized support and resources that students can use to revise, develop, and strengthen their academic writing, making it an appropriate resource to incorporate into a plan for improvement. Executive function supports successful learning by helping a person regulate attention and behavior in service of longer-term goals, especially when an initial effort needs to be adjusted. See WGU's [Writing Center resources](#) and Harvard's overview of [executive-function skills](#).

QUESTION NO: 4

Which actions are appropriate when using an external condom to reduce the risk of pregnancy and sexually transmitted infections? **Choose 3 answers.**

- A. Check the expiration date and package for damage before use.
- B. Use a new condom for each act of intercourse.
- C. Use a water-based or silicone-based lubricant with a latex condom.
- D. Use petroleum jelly as lubricant with a latex condom.
- E. Reuse a condom if it appears undamaged.

ANSWER: A B C

Explanation:

Checking the expiration date and package, using a new condom for each act of intercourse, and using a water-based or silicone-based lubricant with latex condoms are appropriate practices. Oil-based products can damage latex and increase the chance of breakage. Reusing a condom is unsafe, and placing one on after genital contact has begun does not provide protection for earlier exposure.

QUESTION NO: 5

Many students in a preschool class are ill with a common cold. The teacher wants to avoid becoming infected. Which strategy will help reduce the possibility of transmission?

- A. Drink plenty of water
- B. Take vitamin C daily
- C. Wash hands frequently
- D. Eat a lot of dairy

ANSWER: C

Explanation:

Wash hands frequently is the most direct strategy for reducing a teacher's likelihood of acquiring a cold in a preschool setting. Common-cold viruses can spread when respiratory secretions contaminate hands and shared objects such as toys, tables, faucets, and door handles. A person can then become infected after touching their eyes, nose, or mouth. Frequent

hand hygiene interrupts this contact-transmission pathway by removing germs before they are transferred to mucous membranes or to other people.

Effective handwashing uses clean running water and soap, with all hand surfaces scrubbed for at least 20 seconds before rinsing and drying. Important times for a preschool teacher to wash include after assisting children with tissues or toileting, before eating or preparing food, after touching frequently handled classroom materials, and whenever hands are visibly soiled. If soap and water are not readily available, an alcohol-based hand sanitizer containing at least 60% alcohol is an appropriate alternative for hands that are not visibly dirty. The Centers for Disease Control and Prevention identifies hand hygiene as a core measure for limiting the spread of respiratory viruses in schools and other close-contact settings. See the CDC guidance on [when and how to wash hands](#) and [preventing respiratory virus spread](#).

QUESTION NO: 6

Which immune system proteins recognize and inactivate invaders?

- A. Antigens
- B. Cytokines
- C. Hormones
- D. Antibodies

ANSWER: D

Explanation:

Antibodies are the immune-system proteins that specifically recognize invaders such as bacteria, viruses, and toxins. Each antibody has binding sites shaped to attach to a particular antigen, which is a distinguishing molecule found on the surface of a pathogen or other foreign substance. Once an antibody binds its target, it can help inactivate the threat directly, such as by blocking a virus or toxin from attaching to body cells. Antibody binding also marks the invader for elimination by other immune defenses, including phagocytic cells, and can activate the complement system. B lymphocytes produce antibodies after recognizing an antigen and receiving appropriate immune signals; some become plasma cells that release large quantities of antibodies. This antigen-specific recognition is a core feature of adaptive immunity and helps the immune system respond more effectively to a previously encountered pathogen. The National Institute of Allergy and Infectious Diseases describes antibodies as proteins made by the immune system that recognize and bind to foreign substances, while MedlinePlus explains their role in identifying and neutralizing antigens. See [NIAID's immune system overview](#) and [MedlinePlus: Antibodies](#).