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Question: 1

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: A

Explanation:

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.

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: 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.

Question: 3

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: C

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.

Question: 4

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: A, B, D

Explanation:

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.

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: 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.

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