Promoting Health and Emotional Well-Being in Your Classroom 6th edition Page Test Bank

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TEST BANK

Promoting Health and Emotional Well-Being in Your Classroom 6th Edition

File: chap02, Chapter 2

Multiple Choice

1. The prefrontal cortex in the brain is:

A. in charge of impulses.
B. the last area to mature.
C. the area with the greatest density of dendrites.

Ans: B
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2. Losing gray matter and gaining white matter as we age means that:

A. we gain more nerve connections.
B. our nerve connections are faster.
C. we can't remember things as well.

Ans: B
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3. Neural pruning facilitates:

A. brain plasticity.
B. forgetfulness.
C. diminished brain power.

Ans: A
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4. The brain's capacity to develop neural plasticity depends on:

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A. how much it is used.
B. neural pruning.
C. the person's age.

Ans: A
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5. Relaxed alertness entails:

A. a meditative state.
B. feelings of competence, confidence, and interest.
C. brain wave activity while watching TV.

Ans: B
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6. Downshifting refers to:

A. when the primitive and emotional parts of the brain begin to dominate.
B. the brain wave activity we experience while watching TV.
C. brain wave activity prior to sleep.

Ans: A
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7. Which of the following best helps people learn?

A. Being "motivated" with pressure
B. Being immersed in meaningful experiences
C. Being exposed to things you are familiar with

Ans: B
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8. Which of the following best describes active learning?

A. The brain is like a sponge ready to absorb new information.

B. It involves doing and thinking about what you do.
C. It is the creation of neural connections.

Ans: B
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9. The reticular activating system (RAS):

A. is located in the cerebral cortex.
B. filters stimuli coming into the brain.
C. connects new stimuli with stored memories.

Ans: B
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10. Which of the following is true of the amygdala?

A. It is like a switch for information flow.
B. It is in charge of dopamine secretion.
C. It regulates primitive emotional states.

Ans: A
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11. Health literacy is the ability to:

A. access the healthcare system.
B. access accurate and unbiased health information on the Internet.
C. read, understand, and use healthcare information to make decisions and follow treatment.

Ans: C
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12. Which of the following is a component of the Coordinated Health Program?

A. Nutrition services
B. Dental health referrals
C. Federal grants from HECAT

Ans: A
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True or False

13. The brains of students today are wired very differently from students of earlier generations.

Ans: True
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14. Today's students prefer a hierarchal method of learning.

Ans: False
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15. Gray matter is made up of myelin sheaths.

Ans: False
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16. Adolescents are often unorganized, messy, impulsive, and illogical because their cerebral cortex has not fully matured.

Ans: True
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17. Learning changes the structure of the brain. The brain rewires itself in response to new stimulation and experiences.

Ans: True
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18. The RAS gives priority to stimuli that are familiar.

Ans: False
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19. The amygdala determines whether information is sent to the thinking areas of the brain or to the reactive areas of the brain.

Ans: True
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20. Dopamine builds strong memories of an experience.

Ans: True
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Matching

21. The phrases below describe a learning style. Match each phrase with the correct learning style. Some answers might not be needed, and some might be used more than once.

___ Likes to see the big picture before the details
___ Has a preference for seeing, hearing, touching
___ Conceptualizes ideas
___ Likes to put the pieces together to see the big picture

A. Visual
B. Auditory
C. Kinesthetic
D. Global
E. Sequential
F. Abstract
G. Concrete

Ans: D, G, F, E
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22. The following phrases below describe a theory or model for behavior change. Match the phrase with the correct theory or model. Some answers might not be needed, and some might be used more than once.

___ Contemplation; intention to act in the next 6 months
___ Perceived benefits and barriers
___ Subjective norms; approval or disapproval of key people
___ Provide verbal persuasion for best effort
___ Normative beliefs

A. Health belief model
B. Social cognitive theory
C. Theory of planned behavior
D. Stages of change model

Ans: D, A, C, B, C
Page: 38–40

Short Answer

23. Describe how digital natives process and deal with information differently than those from past generations.

Ans: The thinking of digital natives is not linear; instead they piece information together in "hypertext" fashion. These students are more visual and have well-developed visual-spatial skills. They learn better through discovery and can shift attention rapidly from one task to another.
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24. Explain the overall function of each of the following brain sections: cerebral cortex, limbic system, and brain stem.

Ans: Cerebral cortex: thinking brain. Limbic system: emotive brain (also motivation, behavior, long-term memory). Brain stem: primitive brain.
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25. RAD stands for these three parts of the brain: reticular activating system (RAS), amygdala, and dopamine. Identify why each is important in learning or what teachers can do to help each brain part work toward learning

Ans: Reticular activating system (RAS): use novelty and surprise to get through filter. Amygdala: creates relaxed alertness (warm and engaging classrooms). Dopamine: pleasure creates long-term memory.
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26. Describe how the role of teacher is changing.

Ans: Today, teachers are more than experts dispensing facts and information. They need to be coparticipants in the learning process. The role has changed from "sage on stage" to "guide on the side."
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27. Explain why it is important to keep students physically active.

Ans: Physical activity keeps energy levels up and supplies the brain with oxygen-rich blood. It releases chemicals that enhance long-term memory.
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28. Identify Gardner's eight intelligences.

Ans: Linguistic, logical-mathematical, visual-spatial, musical, body-kinesthetic, interpersonal (social), intrapersonal, naturalist.
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29. Identify key words for each of the following National Health Education Standards:

Standard 1: comprehend _____
Standard 2: analyze the _____
Standard 3: access _____
Standard 4: use _____ skills
Standard 5: use _____ skills
Standard 6: use _____ skills
Standard 7: practice _____
Standard 8: ability to _____

Ans: (1) concepts; (2) influence; (3) valid information; (4) interpersonal communication; (5) decision-making; (6) goal setting; (7) health-enhancing behaviors; (8) advocate
Page: 31–32

30. Identify the CDC's six categories of risk behavior.

Ans: The six categories are: unhealthy dietary patterns, physical inactivity, tobacco use, alcohol and other drug use, behaviors that contribute to unintended pregnancies and STDs, behaviors that contribute to unintentional injuries and violence.
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31. What does the acronym HECAT stand for, and how can it help teachers?

Ans: HECAT stands for Health Education Curriculum Analysis Tool. It provides health modules that identify content and skills to be taught at each grade level.
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32. Identify four issues that should be emphasized for effective health education curricula.

Ans: The following should be emphasized: functional knowledge, shaping personal values, shaping group norms, developing essential health skills.
Page: 35–36

33. Identify six of the eight components of a coordinated school health program.

Ans: Any six of the following: health services, healthy school environment, health promotion for staff, counseling and psychological services, nutritional services, family/community involvement, physical education, health education.
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34. What does the acronym SHAC stand for?

Ans: SHAC stands for School Health Advisory Councils.
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35. Identify key words for each of the eight NCATE standards.

Ans: Content knowledge, needs assessment, planning, implementation, assessment, administration and coordination, being a resource, communication and advocacy.
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36. Identify one main idea from each of the following that teachers can keep in mind while teaching: health belief model, social cognitive theory, theory of planned behavior, and the stages of change model.

Ans: Health belief model: perceived susceptibility, severity, benefits, barriers, cues, self-efficacy. Social cognitive theory: modeling, rewards, self-efficacy. Theory of planned behavior: subjective norm, perceived behavioral control, normative beliefs. Stages of change model: five stages, precontemplation, contemplation, preparation, action, and maintenance.
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37. What are SMART Objectives?

Ans: S (specific), M (measureable), A (attainable), R (relevant), T (time framed).
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38. What three types of learning does Bloom's Taxonomy identify?

Ans: The three types of learning are cognitive, affective, and psychomotor.
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39. Give examples of lower order thinking skills and higher order thinking skills.

Ans: Lower order thinking skills: remembering, understanding, and applying. Higher order thinking skills: analyzing, evaluating, creating.
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40. Identify three types of assessment tools.

Ans: Preassessments to ascertain what students already know, think or do. Formative assessments to ascertain if students are “getting it” during instruction. Postassessments to identify who learned what and if objectives were reached.
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