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Test and Test Preparation Guide Development

Teacher Certification Testing

Since 1980, Florida teacher certification candidates have been required to pass the Florida Teacher Certification Examination (FTCE), which has consisted of tests in reading, writing, mathematics, and professional knowledge. The 1986 Florida Legislature modified the testing program by also requiring teacher candidates to pass a test in the subject area in which they wish to be certified. In addition, the Legislature substituted the Florida College-Level Academic Skills Test (CLAST) for the reading, writing, and mathematics portions of the FTCE. The 2000 Florida Legislature replaced the CLAST with the General Knowledge Test, effective July 1, 2002.

The subject area knowledge tested on the Health K-12 examination was identified and validated by committees of content specialists from within the state of Florida. A majority of the committee members were public school teachers, but the committees also included district supervisors and college faculty with expertise in this field. Committee members were selected on the basis of recommendations by professional associations, experts in the field, and teachers' unions. In developing the test, the committees used an extensive literature review, interviews with selected public school teachers, a large-scale survey of teachers, pilot tests, and their own professional judgment.

Role of the Test Preparation Guide

The purpose of this test preparation guide is to help candidates taking the Initial Teacher Subject Area Test in Health K-12 prepare effectively for the examination. The guide was designed to familiarize prospective test takers with various aspects of the examination, including the content that is covered and the way it is represented. The guide should enable candidates to direct their study and to focus on relevant material for review.

This test preparation guide is intended primarily for use by certification candidates, who may be students in a college or university teacher-preparation program, teachers with provisional certification, teachers seeking certification in an additional subject area, or persons making a career change to public school teaching. Candidates may have studied and worked in Florida or may be from out of state.
College or university faculty may also use the guide to prepare students for certification, and inservice trainers may find the guide useful for helping previously certified teachers prepare for recertification or multiple certification.

This test preparation guide is not intended as an all-inclusive source of subject area knowledge, nor is it a substitute for college course work in the subject area. The sample items are not an exact representation of the content of the actual test. Instead, the guide is intended to help candidates prepare for the subject area test by presenting an overview of the content and format of the examination.
Preparation for the Test

The following outline may help you to prepare for the examination. Adapt these suggestions to suit your own study habits and the time you have available for review.

Overview

- Look over the organization of the test preparation guide.
  - Section 1 discusses the development of the test and test preparation guide.
  - Section 2 (this section) outlines test preparation steps.
  - Section 3 presents information about the content of the test.
  - Section 4 lists question formats and includes sample test items.
  - Section 5 offers strategies for taking the test.
  - Section 6 identifies sources of further information.

Self-Assessment

- Decide which content areas you should review.
  - Section 3 includes the competencies and skills used to develop this subject area test and the approximate proportion of test items from each competency area.

Review

- Study according to your needs.
  - Review all of the competencies, concentrating on areas with which you are least familiar.

Practice

- Acquaint yourself with the format of the examination.
  - Section 4 describes types of questions you may find on the examination.
- Answer sample test questions.
  - Section 4 gives you an opportunity to test yourself with sample test questions and provides an answer key.

Final preparation

- Review test-taking advice.
  - Section 5 includes suggestions for improving your performance on the examination.
### Competencies and Skills

The table on the following pages lists the competencies and skills used as the basis for the Health K-12 examination. These competencies and skills represent the knowledge that teams of teachers, subject area specialists, and district-level educators have determined to be important for beginning teachers. This table could serve as a checklist for assessing your familiarity with each of the areas covered by the test. The competencies and skills should help you to organize your review.

The following excerpt illustrates the components of the table:

<table>
<thead>
<tr>
<th>Competency/Skill</th>
<th>Percentage of total test items</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 Knowledge of the foundation, theories, and principles of health education</strong></td>
<td>7</td>
</tr>
<tr>
<td>1 Identify the philosophies, theories, and concepts of comprehensive health education.</td>
<td></td>
</tr>
<tr>
<td>2 Identify the stages of the prevention continuum.</td>
<td></td>
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<tr>
<td>3 Identify the components of effective coordinated school health programs.</td>
<td></td>
</tr>
<tr>
<td>4 Identify historic and current policies, legislation, and advocacy strategies related to improving coordinated school health programs.</td>
<td></td>
</tr>
<tr>
<td><strong>2 Knowledge of health education standards and practice</strong></td>
<td>8</td>
</tr>
<tr>
<td>1 Identify tools and techniques for assessing the health needs of individuals, schools, and communities.</td>
<td></td>
</tr>
<tr>
<td>2 Identify educational strategies to meet the needs of diverse populations.</td>
<td></td>
</tr>
<tr>
<td>3 Identify effective health education program planning.</td>
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</tbody>
</table>

**Competencies** are areas of content knowledge.

**Skills** identify behaviors that demonstrate the competencies.

**Percentages** indicate the approximate proportion of test items that represent the competencies on the test.
### Table of Competencies, Skills and Percentages

<table>
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<tr>
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<td></td>
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<tr>
<td>4 Identify effective implementation strategies for health education programs.</td>
<td></td>
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<tr>
<td>5 Identify methods for evaluating health education programs.</td>
<td></td>
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<tr>
<td>6 Identify methods for coordinating health education services.</td>
<td></td>
</tr>
<tr>
<td>7 Identify health education resources and health education practitioners.</td>
<td></td>
</tr>
<tr>
<td>8 Identify appropriate techniques to communicate information about needs, concerns, and resources in health and health education.</td>
<td></td>
</tr>
<tr>
<td><strong>3 Knowledge of personal health and wellness principles</strong></td>
<td>10</td>
</tr>
<tr>
<td>1 Identify underlying concepts and components of wellness.</td>
<td></td>
</tr>
<tr>
<td>2 Identify procedures and benefits of personal health practices.</td>
<td></td>
</tr>
<tr>
<td>3 Identify common screening or diagnostic techniques and their preventive benefits.</td>
<td></td>
</tr>
<tr>
<td>4 Identify decision-making processes in solving health-related problems.</td>
<td></td>
</tr>
<tr>
<td>5 Identify effective research-based strategies for preventing pregnancy, HIV, and other sexually transmitted infections (STIs).</td>
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<tr>
<td>6 Identify examples and benefits of responsible sexual behavior.</td>
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<tr>
<td>Competency/Skill</td>
<td>%</td>
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<tr>
<td>-----------------</td>
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</tr>
<tr>
<td><strong>4 Knowledge of anatomy, physiology, diseases, and disorders</strong></td>
<td>8</td>
</tr>
<tr>
<td>1 Identify the structure and functions of the human body.</td>
<td></td>
</tr>
<tr>
<td>2 Identify the relationship of anatomy and physiology to personal health and wellness.</td>
<td></td>
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<tr>
<td>3 Identify physiological changes throughout the life cycle.</td>
<td></td>
</tr>
<tr>
<td>4 Identify risk factors, causes, modes of transmission, symptoms, treatment, and prevention of communicable diseases.</td>
<td></td>
</tr>
<tr>
<td>5 Identify risk factors, causes, etiology, symptoms, treatment, and prevention of noncommunicable diseases and disorders.</td>
<td></td>
</tr>
<tr>
<td><strong>5 Knowledge of family systems</strong></td>
<td>7</td>
</tr>
<tr>
<td>1 Distinguish between the types of family units.</td>
<td></td>
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<tr>
<td>2 Identify the changing roles, relationships, and influences of family members.</td>
<td></td>
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<tr>
<td>3 Identify strategies to help families cope with problems such as child abuse, divorce, illness, addiction, or death.</td>
<td></td>
</tr>
<tr>
<td><strong>6 Knowledge of social and emotional development</strong></td>
<td>10</td>
</tr>
<tr>
<td>1 Identify the stages and related characteristics of the lifespan.</td>
<td></td>
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<tr>
<td>2 Identify the components that influence social and emotional health.</td>
<td></td>
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<tr>
<td>3 Identify techniques for coping with social and emotional problems.</td>
<td></td>
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<tr>
<td>4 Identify community resources that support and assist in healthy social and emotional development.</td>
<td></td>
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<tr>
<td>5 Identify the psychosocial and physiological effects of stress.</td>
<td></td>
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<tr>
<td>6 Identify principles of stress management.</td>
<td></td>
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<tr>
<td>7 Select appropriate techniques for facilitating interpersonal communication.</td>
<td></td>
</tr>
<tr>
<td><strong>7 Knowledge of nutritional theory and fitness</strong></td>
<td>8</td>
</tr>
<tr>
<td>1 Identify the basic nutrients, their sources, and their functions in the human body.</td>
<td></td>
</tr>
<tr>
<td>2 Identify past and present nutritional principles in making food choices.</td>
<td></td>
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<tr>
<td>3 Analyze the relationships between food intake, body weight, and physical activity.</td>
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<tr>
<td>Competency/Skill</td>
<td>%</td>
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<tr>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------</td>
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<tr>
<td>4 Relate specific food choices to diseases, behavioral disorders, and learning disabilities.</td>
<td></td>
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<tr>
<td>5 Identify possible physiological harm associated with eating disorders.</td>
<td></td>
</tr>
<tr>
<td>8 Knowledge of mental and emotional health disorders</td>
<td>7</td>
</tr>
<tr>
<td>1 Identify characteristics of mental and emotional disorders.</td>
<td></td>
</tr>
<tr>
<td>2 Identify mental and emotional health risk factors.</td>
<td></td>
</tr>
<tr>
<td>3 Identify the impact of mental health disorders on the individual and community.</td>
<td></td>
</tr>
<tr>
<td>4 Identify resources and strategies for prevention, intervention, and treatment of mental and emotional health disorders.</td>
<td></td>
</tr>
<tr>
<td>9 Knowledge of substance use, abuse, and addiction, and other addictive behaviors</td>
<td>12</td>
</tr>
<tr>
<td>1 Identify factors contributing to substance use, abuse, and addiction and other addictive behaviors.</td>
<td></td>
</tr>
<tr>
<td>2 Recognize the signs and symptoms of possible substance abuse and addiction and other addictive behaviors.</td>
<td></td>
</tr>
<tr>
<td>3 Identify the effects of alcohol, tobacco, and other drug abuse and addiction and other addictive behaviors on personal health.</td>
<td></td>
</tr>
<tr>
<td>4 Identify socioeconomic and legal consequences of substance abuse and addiction and other addictive behaviors.</td>
<td></td>
</tr>
<tr>
<td>5 Identify school and community resources and strategies for prevention, intervention, and treatment of substance abuse and addiction and other addictive behaviors.</td>
<td></td>
</tr>
<tr>
<td>10 Knowledge of violence prevention</td>
<td>7</td>
</tr>
<tr>
<td>1 Identify types and characteristics of violence.</td>
<td></td>
</tr>
<tr>
<td>2 Identify factors contributing to violent behavior.</td>
<td></td>
</tr>
<tr>
<td>Competency/Skill</td>
<td>%</td>
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<td>-----------------</td>
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</tr>
<tr>
<td>3 Identify the characteristics of bullies and victims and the effects bullying has.</td>
<td></td>
</tr>
<tr>
<td>4 Identify effective school- and community-based strategies for preventing violent behavior among youth.</td>
<td></td>
</tr>
<tr>
<td>11 Knowledge of consumer health-related practices</td>
<td>3</td>
</tr>
<tr>
<td>1 Identify criteria and resources for evaluating health information, products, practices, and services.</td>
<td></td>
</tr>
<tr>
<td>2 Identify the relationship between consumer health laws and practices.</td>
<td></td>
</tr>
<tr>
<td>3 Identify alternative health practices.</td>
<td></td>
</tr>
<tr>
<td>12 Knowledge of environmental health and the community</td>
<td>3</td>
</tr>
<tr>
<td>1 Identify the interrelationship between human behavior and the environment.</td>
<td></td>
</tr>
<tr>
<td>2 Identify the effects of environmental hazards on the individual and the community.</td>
<td></td>
</tr>
<tr>
<td>3 Identify ways for individuals and the community to assume responsibility for developing and maintaining environmental quality.</td>
<td></td>
</tr>
<tr>
<td>4 Identify the functions and responsibilities of public and private agencies in improving the health of the community and the quality of the environment.</td>
<td></td>
</tr>
<tr>
<td>13 Knowledge of injury prevention</td>
<td>7</td>
</tr>
<tr>
<td>1 Identify effective injury prevention practices used in schools, homes, and communities.</td>
<td></td>
</tr>
<tr>
<td>2 Identify leading causes of transportation, classroom, playground, and sports injuries.</td>
<td></td>
</tr>
<tr>
<td>3 Identify first aid techniques and procedures for emergency situations.</td>
<td></td>
</tr>
<tr>
<td>4 Identify correct procedures for cardiopulmonary resuscitation.</td>
<td></td>
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<tr>
<td>5 Identify crisis and disaster management procedures.</td>
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</tbody>
</table>
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<thead>
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<th>Competency/Skill</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 Knowledge of media influences on health</td>
<td>3</td>
</tr>
<tr>
<td>1 Identify strategies for evaluating media-based health information.</td>
<td></td>
</tr>
<tr>
<td>2 Identify the types of media and strategies used to influence individual health decisions.</td>
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</tr>
</tbody>
</table>
Test Format and Sample Questions

The Health K-12 subject area test consists of approximately 120 multiple-choice questions. You will have two-and-one-half hours to complete the test.

You will receive a test booklet and a separate answer sheet. Each question will contain four response options, and you will record your selection by bubbling in A, B, C, or D on the answer sheet.

The table below presents types of questions on the examination and directs you to examples of these formats among the sample items that follow.

Table of Question Formats

<table>
<thead>
<tr>
<th>Type of question</th>
<th>Sample item</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct question</strong></td>
<td></td>
</tr>
<tr>
<td>Choose the response option that</td>
<td>Item 1, page 13</td>
</tr>
<tr>
<td>best answers the question.</td>
<td></td>
</tr>
<tr>
<td><strong>Command</strong></td>
<td></td>
</tr>
<tr>
<td>Select the best response option.</td>
<td>Item 4, page 13</td>
</tr>
<tr>
<td><strong>Scenario</strong></td>
<td></td>
</tr>
<tr>
<td>Examine a situation, problem, or</td>
<td>Item 11, page 15</td>
</tr>
<tr>
<td>case study. Then answer a question, make a diagnosis, or recommend a course of action by selecting the best response option.</td>
<td></td>
</tr>
<tr>
<td><strong>Sentence completion</strong></td>
<td></td>
</tr>
<tr>
<td>Select the response option that</td>
<td>Item 13, page 15</td>
</tr>
<tr>
<td>best completes the sentence.</td>
<td></td>
</tr>
</tbody>
</table>
Sample Items

The following items represent both the form and content of questions you will encounter on the examination. These sample items cannot cover all of the competencies and skills that are tested, and they can only approximate the degree of difficulty of actual examination questions. However, these items will acquaint you with the general format of the examination.

An answer key follows on page 24.
DIRECTIONS: Read each item and select the best response.

1. Which legislative program has the most positive impact on the physical and cognitive health of students from low socioeconomic backgrounds?
   A. Presidential Physical Fitness Program
   B. school lunch program
   C. 504 Plan
   D. No Child Left Behind

2. All of the following are components of the coordinated school health program as defined by the Centers for Disease Control EXCEPT
   A. health promotion for staff.
   B. a healthy school environment.
   C. an after-school program.
   D. parent and community involvement.

3. Which is the most appropriate way to plan health education programs?
   A. contacting well established community organizations to ensure philosophical consensus
   B. working through a committee structure that represents various points of view
   C. using a positive approach by including a meal or another inducement
   D. modifying a program already effectively in use in a nearby community

4. Choose the most appropriate evaluation method for determining the long-term effectiveness of a health education program.
   A. outcome
   B. summative
   C. process
   D. formative

5. Mr. Smythe, the new coordinator of a districtwide comprehensive prevention project, wants to establish a student assistance program. What is the first step he should take to start this program?
   A. send out a letter to appropriate individuals
   B. create a survey
   C. form a planning committee
   D. consult a professional network
6. Which activity would be appropriate for a dental hygienist to conduct when visiting a kindergarten class?
   A. scheduling dental appointments for students
   B. demonstrating and distributing toothbrushes
   C. screening for dental problems in children
   D. applying fluoride treatments

7. A teacher wants to convey the need for a school-based smoking cessation program to school administrators. Which method of communication would be most appropriate?
   A. sending an electronic mail message to the administrators
   B. circulating a petition at a parent-teacher organization meeting
   C. encouraging students to talk with administrators
   D. presenting a plan at an administrative meeting

8. Which statement about personal wellness is true?
   A. Personal responsibility is a crucial aspect of one's personal wellness.
   B. Components of wellness de-emphasize the physical aspects of health.
   C. A personal physician has the major responsibility for patients' personal wellness.
   D. Wellness is independent of inherited characteristics.

9. Which activity would improve personal health through increased flexibility?
   A. curl ups
   B. isometrics
   C. static stretching
   D. running on a treadmill

10. Which health screening technique is used by an individual for early detection of possible cancer?
    A. scoliosis evaluation
    B. blood pressure measurement
    C. testicular self-examination
    D. spirometry
11. Dorothy, a high school senior, is concerned about her physical health. She gets lots of colds, is always tired, and is overweight. What first step should she take in improving her physical wellness?
   A. changing her eating habits by consuming less processed food
   B. talking to her pharmacist about an iron supplement
   C. developing a diet based on the four food groups
   D. assessing her eating, exercising, and lifestyle patterns

12. All of the following are effective strategies for preventing pregnancy EXCEPT
   A. using a condom correctly and consistently during sexual activity.
   B. having sex with a mutually monogamous partner.
   C. using an oral contraceptive medication correctly and consistently.
   D. having sex with a partner who uses a spermicide correctly and consistently.

13. When menopause occurs, females can no longer reproduce primarily because the
   A. Grafian follicle turns into the corpus luteum.
   B. endometrium becomes a hostile environment for implantation.
   C. fallopian tubes shrink, thus preventing the egg from implanting.
   D. hormones that control ovulation are no longer produced.

14. What two systems are primarily responsible for oxygenating the human body?
   A. lymphatic and circulatory
   B. lymphatic and endocrine
   C. respiratory and circulatory
   D. respiratory and endocrine

15. Left untreated, high blood pressure may result in
   A. ventricular septum damage.
   B. kidney damage.
   C. liver damage.
   D. spleen damage.
16. A disease associated with gradual bone loss that can cripple people later in life is
   A. osteomyelitis.
   B. arthritis.
   C. osteoporosis.
   D. osteogenesis.

17. Which method is considered best for early detection of cervical cancer?
   A. regular PAP test
   B. pelvic examination
   C. blood serum test
   D. colposcopy

18. A household that contains a mother, father, their biological children, and an adopted child is called a
   A. nuclear family.
   B. blended family.
   C. foster family.
   D. extended family.

19. Compared to roles in earlier times, roles in contemporary American families are generally
   A. more clearly defined.
   B. less open.
   C. more likely to be shared equally.
   D. unchanged from the past.

20. Pauline’s parents are divorcing. Pauline tells her teacher that both she and her mother are experiencing difficulty eating, sleeping, and concentrating on their work. Which of the following strategies should the teacher use to help Pauline and her mother?
   A. referring Pauline to an academic tutor
   B. providing Pauline with grief counseling
   C. referring Pauline and her mother to a counselor
   D. providing Pauline and her mother with self-help material
21. According to Erik Erikson's "Eight Stages of Life" theory, intimacy is developed at which stage?
   A. school age
   B. adolescence
   C. young adulthood
   D. adulthood

22. The components of good emotional health include all of the following EXCEPT
   A. self-contempt.
   B. positive self-esteem.
   C. self-reliance.
   D. individual responsibility.

23. Which of the following would be the most effective technique to use when a student is talking about committing suicide?
   A. referring the student to a psychotherapist
   B. taking a long walk with the student
   C. ignoring the student's comments
   D. recommending the student take an antidepressant

24. Which community resource could offer the most specific assistance to a 15-year-old student with a family member addicted to alcohol?
   A. Narcotics Anonymous
   B. Alateen
   C. county public health department
   D. the community mental health services center

25. A physiological change associated with the stress response is a decrease in
   A. muscle tension.
   B. pulse rate.
   C. blood pressure.
   D. skin temperature.
26. Which relaxation technique uses the tightening and relaxing of various muscle groups?
   A. protogenic
   B. meditative
   C. progressive
   D. autogenic

27. Which of the following is a good technique for fostering positive communication?
   A. probing
   B. passive listening
   C. active listening
   D. you-message

28. Which of the following are nutrients for bone growth?
   A. magnesium, calcium, and phosphorus
   B. magnesium, vitamin D, and manganese
   C. calcium, vitamin B, and potassium
   D. calcium, vitamin D, and phosphorus

29. When designing an individual weight-loss program, all of the following should be considered in the plan EXCEPT
   A. consulting diet plans that promise quick results.
   B. consulting a physician before starting the program.
   C. eating appropriate portions slowly.
   D. setting realistic and achievable goals.

30. Lack of vitamin C in the diet results in
   A. rickets.
   B. scurvy.
   C. pellagra.
   D. beriberi.
31. Which is a consequence of anorexia nervosa?
   A. increase in heart rate and blood pressure
   B. gastroesophageal reflux disease
   C. damage to heart, kidneys, and other body organs
   D. body dysmorphic disorder

32. A loss of interest and pleasure in life's activities and feelings of extreme or overwhelming sorrow, sadness, and debility are typical of
   A. Tourette's syndrome.
   B. clinical depression.
   C. social phobia.
   D. panic disorder.

33. All of the following are helpful strategies for assisting suicidal individuals EXCEPT
   A. crisis intervention.
   B. drug therapy.
   C. psychotherapy.
   D. denial therapy.

34. Over the last six weeks, Martin's teacher has noticed that he has been falling asleep in classes, doing poorly academically, and losing weight. Martin appears to be suffering from
   A. schizophrenia.
   B. depression.
   C. attention deficit disorder.
   D. panic disorder.

35. Identify the typical sequence of behavior by a person who has consumed too much alcohol.
   A. slurred speech, euphoria, decreased inhibitions, stumbling, unconsciousness
   B. euphoria, decreased inhibitions, stumbling, slurred speech, unconsciousness
   C. decreased inhibitions, stumbling, slurred speech, euphoria, unconsciousness
   D. stumbling, slurred speech, euphoria, decreased inhibitions, unconsciousness
36. Which of the following is a short-term physiological effect of alcohol consumption?
   A. increased respiration
   B. liver damage
   C. increased gastric secretions
   D. dilation of pupils

37. In Florida, a person convicted of driving under the influence (DUI) will experience all of the consequences EXCEPT
   A. monetary fines.
   B. incarceration.
   C. mandatory Al-Anon attendance.
   D. driver's license suspension.

38. All of the following characteristics are typical of a potential abuser EXCEPT
   A. discussing a partner's sexual preferences.
   B. isolating a partner from family and friends.
   C. pushing for quick involvement with a partner.
   D. using playful force during sexual activity.

39. All of the following contribute to social violence EXCEPT
   A. verbal abuse.
   B. sexual harassment.
   C. spreading rumors.
   D. obsessive-compulsive disorder.

40. Which of the following characterizes passive bullies?
   A. intentionally ostracizing and excluding others from the group
   B. attacking victims directly and forcefully in the presence of others
   C. removing food without permission from another student's plate
   D. initiating aggressive acts toward peers
41. Which of the following is an effective strategy for preventing violent behavior among youth at schools?
   A. decreasing the number of hours the school is open
   B. avoiding institutionalization of discipline and dress code
   C. monitoring students’ movement in and around the school
   D. discouraging parents from visiting schools

42. The most important criterion to consider when choosing a health care product is
   A. expense.
   B. convenience.
   C. effectiveness.
   D. brand.

43. The Clean Indoor Air Act prohibits
   A. smoking in public places.
   B. use of asbestos in new construction.
   C. use of fiberglass filters in industrial ventilation systems.
   D. ozone producing devices.

44. The continued exposure of young children to lead can result in
   A. mouth cancer.
   B. juvenile diabetes.
   C. rheumatoid arthritis.
   D. mental retardation.

45. Which government organization uses the pollutant standard index (PSI) to inform the public about air quality?
   A. National Health Information Center
   B. National Lead Information Center
   C. Centers for Disease Control and Prevention
   D. Environmental Protection Agency
46. The majority of head and neck injuries in football are attributed to
   A. poor helmet design.
   B. improper tackling techniques.
   C. inclement weather conditions.
   D. poor officiating.

47. Johnny sprained his right ankle at football practice. Along with sitting down and elevating his right leg, what else should he do?
   A. Apply a compression bandage and then apply an ice pack.
   B. Apply a compression bandage and then apply a heat pack.
   C. Soak his ankle in warm water and then apply a heat pack.
   D. Alternate a heat pack with an ice pack for 30 minutes.

48. Persons administering chest compressions should keep their fingers interlocked and off the victim’s chest wall to avoid
   A. damaging the xiphoid process.
   B. separating the rib cartilage.
   C. causing breathing difficulties.
   D. blocking the blood flow.

49. What is the correct procedure for opening the airway of an unconscious person?
   A. lifting the neck and tilting the forehead back
   B. performing mouth-to-mouth breathing
   C. opening the mouth and clearing the tongue
   D. tilting the head back and lifting the chin

50. Which is the appropriate procedure to follow in a tornado watch?
   A. Proceed to the uppermost level of the building.
   B. Be prepared to move to the safest place.
   C. Move furniture to center of room.
   D. Duck, cover, and wait for the storm to pass.
51. When evaluating a health-related advertisement in the newspaper, all of the following are critical questions to ask EXCEPT
   A. What advertising appeals are used in the ad?
   B. What does the advertiser want people to believe?
   C. What are the facts?
   D. Does a celebrity use this product?

52. Which persuasion technique uses the appeal that everyone is buying a particular product?
   A. testimonial
   B. statistic
   C. bandwagon
   D. glittering
# Answer Key

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Test-taking Advice

- Go into the examination prepared, alert, and well rested.
- Complete your travel arrangements prior to the examination date. Plan to arrive early so that you can locate the parking facilities and examination room without rushing.
- Dress comfortably and bring a sweater or jacket in case the room is too cool.
- Take the following with you to the test site:
  - Admission ticket
  - Picture identification
  - Watch
  - Money for lunch and change for vending machines
- There are many strategies for taking a test and different techniques for dealing with different types of questions. Nevertheless, you may find the following general suggestions useful.
  - Read each question and all the response options carefully before marking your answer. Pay attention to all of the details.
  - Go through the entire test once and answer all the questions you are reasonably certain about. Then go back and tackle the questions that require more thought.
  - Check periodically to be sure that you are correctly coding your answers on the answer sheet. When you answer a question out of sequence, be certain that the number of the circle you mark on your answer sheet corresponds to the proper question number in the test booklet.
  - When you are not certain of the right answer, eliminate as many options as you can and choose the response that seems best. It is to your advantage to answer all the questions on the test, even if you are uncertain about some of your choices.
  - Be certain to mark your answers clearly on the answer sheet. If you change an answer, erase the first pencil mark completely. Also make sure there are no stray marks on the answer sheet.
  - After completing the examination, go back and check every question. Verify that you have answered all of the questions and that your responses are correctly entered.
Additional Information

Write to the following address to request an FTCE registration bulletin. You may also request information on test administration, retakes, and score reports, or offer comments about this test preparation guide.

FTCE Inquiries
Florida Department of Education
325 West Gaines Street, Suite 414
Tallahassee, Florida 32399-0400

Write to the address below for an order form and price list if you wish to order additional copies of this test preparation guide or guides for other subject areas, the Professional Education Test, the General Knowledge Test, or the Florida Educational Leadership Examination.

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Refer to the following Web site for additional FTCE information including upcoming test dates, test registration, pass/fail status, and score reports.

www.cefe.usf.edu