

Table 1. Description of Instruments

Name	Description of Scale	Measurement
<i>Adolescent Femininity Scale</i>	The scale examines how adolescent girls feel about themselves, including their relationship with others and their perception of their bodies. The first subscale is the Inauthentic Self in Relationship Subscale , which focuses on relationships with friends and how one feels about those relationships. The second subscale is the Objectified Relationship to Body Subscale , which focuses on how one views one's body, including health and beauty aspects.	The participants were asked to choose to what extent she agreed with a given statement. Both subscales consist of 10 items, and each item includes a 6-point Likert scale (e.g., 1 = Strongly Disagree to 6 = Strongly Agree).
<i>Attitudes Toward Women Scale for Adolescents</i>	This scale evaluates how female adolescents feel about women and specifically the different roles and characteristics for men and women.	The participants were asked to choose to what extent that he or she agrees with statements, such as "Boys are better leaders than girls" and "If both husband and wife have jobs, the husband should do a share of the housework such as washing dishes and doing the laundry." The scale consists of 12 items, and each item includes a 4-point Likert scale (e.g., 1 = Agree Strongly to 4 = Disagree Strongly).
<i>Body Appreciation Scale</i>	This scale assesses how children and adolescents, generally girls, view their body, including how they compare their bodies to women in the media and if they participate in healthy behaviors to take care of their body.	The participants were asked to describe the frequency that the statement is true for him or her. The scale consists of 13 items, and each item includes a 5-point Likert scale (e.g., 1 = Never to 5 = Always).
<i>Conflict Resolution Scale</i>	This scale evaluates how a child or adolescent handles conflict. On the first part of the scale, the participants were asked to choose the frequency that certain behaviors or events occur, such as problems with friends and getting in trouble in school.	The first part of the scale consists of 25 items, and each item includes a 5-point Likert scale (e.g., 1 = Never to 5 = Once a Day or More). On the second part of the scale, the participants were asked to answer how easy or hard it is for the participant to participate in the behavior, such as asking other children or adolescents to play or standing up to his or her friends. The second part of the scale consists of 22 items, and each item includes a 5-point Likert scale (e.g., 1 = Very Hard to 5 = Very Easy).
<i>Roets Rating Scale for</i>	This scale provides a self-assessment of leadership in children. This self-rating instrument is for students in grades 5 through 12 with the	The assessment contains 26 items rated on a 5-point Likert scale, with ratings as follows: almost always, quite often,

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<i>Leadership</i>	approximate ages of 10 through 18 (Roets, 1986). The scale, while thought to be reflective of one factor, is based upon four themes: people of achievement, project planning, the language of leadership, and debate-discussion skills.	sometimes, not very often, and never.
<i>Young Adult Social Behavior Scale</i>	This scale examines a number of social behaviors in which adolescents and young adults typically engage. Specifically, the scale assesses behaviors that include spreading rumors, how one handles arguments with friends, and keeping secrets.	The participants were asked to choose the frequency that he or she engages in specific social behaviors. The scale is 14 items, and each item includes a 5-point Likert scale in which 1 is Always and 5 is Never; the items group together into three factors: Relational Aggression, Social Aggression, and Interpersonal Maturity.
<i>Social Validity Scale</i>	This brief rating scale provides data that examines the face validity of the curriculum.	Likert – based scale.