Reviewer's report


Version: 1 Date: 24 October 2011

Reviewer: David Lubans

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Major compulsory reviews

1) The first paragraph of the introduction discusses the role of schools in the promotion of health behaviors. However, it appears as though health outcomes/behaviors were not measured in this study. Please comment.

2) The lack of research dissemination has been noted in the literature. In a recent paper, Kessler and Glasgow (2011) have called for more dissemination studies:


3) The introduction is heavily focused on the principles of peer tutoring, but little attention is directed toward the physiological and psychological health outcomes associated with these types of programs. Lubans et al (2011) and Peralta et al (2009) both used peer leadership strategies to improve health-related outcomes in adolescent boys and Collingwood and colleagues used similar strategies to improve psychosocial health in at-risk youth. Considering the focus of the BMC Public Health journal, these articles should be considered for inclusion by the authors:


4) I’m not sure if the effectiveness of leadership training can be determined by asking participants to report their confidence to deliver the program. If the primary outcome of the program was to determine the ‘effectiveness of training, it may be more appropriate to observe leadership sessions to determine the quality...
of what was delivered.

5) Did the research team observe the delivery of the intervention? Was there a measure of intervention delivery fidelity? How active were participants in the sessions?

6) The authors note that the duration of the intervention “was unlikely to result in physical benefits…” Was this an aim of the project? This needs to be addressed in the description of the project.

Minor essential reviews

Abstract

7) Spell out the RE-AIM acronym in the abstract.

8) It might be more appropriate to change the name of the ‘Development’ section to ‘Intervention’ or ‘Intervention development’. Furthermore, what was the primary and secondary aims of the GLAMA intervention? Was it to increase activity in Year 7 Girls Year 10 Girls? Improve psychosocial outcomes in both? Did it provide Year 10 Girls with an opportunity to be physically active? What was the theoretical framework for the intervention?

9) When was the trial evaluated? Please provide month/year of delivery.

10) The comparison of the GLAMA program to Sport Education curriculum should be expanded upon and provided in the methods section.

11) Please provide more information about the incentives provided to student leaders.

12) Table 2-4 also should be included in the text, not as supplementary files. If space is limited Figures 1 and 3 could be included as supplementary files.

13) As noted by the authors, it is difficult to determine the maintenance of the intervention over the short study period. How did the researchers determine that leadership development continued in the second year?

Discretionary revisions

14) The RE-AIM framework provided in Table 1 provides important information. This information should be included in the text, not as a supplementary file.

15) Table 4 provides a nice overview of the project and some valuable insights for future researchers. I would also suggest that offering the GLAMA intervention as a school sport option might lead to the sustainability of the intervention. It is also worth noting that leadership opportunities will not appeal to all students, regardless of what strategies are used to engage students.

16) The physical activity levels of students in PE lessons are often very low. See Fairclough and Stratton (2005) for a review. It would be interesting to examine students’ PA levels in the GLAMA sessions delivered in by the leaders using SOFIT or accelerometers. This could be considered for future research.


**Level of interest:** An article whose findings are important to those with closely related research interests

**Quality of written English:** Acceptable

**Statistical review:** No, the manuscript does not need to be seen by a statistician.