

## Effectiveness of a Goldilocks Work intervention in childcare workers – A cluster-randomized controlled trial<sup>1</sup>

by Kathrine Greby Schmidt, MSc,<sup>2</sup> Anders Fritz Lerche, MSc, Marie Raunkjær Christensen, MSc, Charlotte Lund Rasmussen, PhD, Leon Straker, PhD, Svend Erik Mathiassen, PhD, Andreas Holtermann, PhD

1. Supplementary material
2. Correspondence to: Kathrine Greby Schmidt, The National Research Centre for the Working Environment, 2100 Copenhagen, Denmark. [E-mail: kgs@nfa.dk]

**Appendix A.** Description of intervention components that were modified due to requirements from the workplaces and to COVID-19 restrictions issued by the Danish Health Authority.

Modification	Activities planned according to the protocol	Activities completed	Reasons for the modification made
1. Length of intervention	10-weeks intervention period	8-weeks intervention period	The institutions had to remain closed for a month as part of the government's overall plan to reduce infection with COVID-19. Therefore, it was necessary to reduce the intervention period to ensure completion of data collection within the project period
2. Development of Goldilocks-games	During the first workshop, the childcare workers were planned to develop their own Goldilocks-games	In total, seven Goldilocks-games was developed. We collaborated with childcare workers to co-develop three Goldilocks-games. Later we developed additional four Goldilocks-games our self.	The childcare institutions had to adhere to several restrictions including physical distancing. Therefore, it was not possible to gather the childcare workers nor the children for a face-to-face workshop
3. Video material	It was planned to inform the childcare workers about the overall content of the Goldilocks Work Principle during a face-to-face workshop	A video with information of the overall content of the Goldilocks Work Principle and intervention content was sent individually to the childcare workers	
4. Visit 1: Training and start-up of Goldilocks	The childcare workers were planned to develop their own Goldilocks-games during the first face-to-face workshop	Teaching childcare workers and children two Goldilocks-games	
5. Visit 2: Further training and implementation	It was planned that during the second face-to-face workshop to the consultant	Teaching childcare workers and children two Goldilocks-games	

6. Visit 3: Implementation and sustaining	and childcare workers would discuss the implementation of the Goldilocks-games, facilitate sustainability of well-functioning Goldilocks-games and modify the games if necessary	Teaching childcare workers and children three Goldilocks-games	
7. Collection of anthropometric and technical measurements	A representative from our research group measured the anthropometric and attached the monitors	A manual for self-conducting anthropometric measurements and self-application of the monitors was developed and used in some institutions	External visitors were not allowed to enter in all childcare institutions

**Appendix B.** Picture of how the poster and the colored paws were intended to be used. Each Goldilocks-game were giving its own paw color, the rows represent one intervention week and each color illustrates a specific Goldilocks-game. The children were encouraged to place a paw sticker on the poster every time they had played a Goldilocks-game.

