

Supplementary Information:

The vision approach to social change: Why and when envisioning alternative societies motivates support for socio-ecological transformation

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Data and R-Code for analysis and visualization are available on the Open Science Framework (OSF):
[URL will be added after review]

Contents

1	SAMPLE	2
1.1	Sample composition	2
1.1.1	<i>Data collection and composition of full sample</i>	<i>2</i>
1.1.2	<i>Creation of the weighted compliance sample</i>	<i>4</i>
1.2	Attrition, screenouts and exclusions.....	5
1.2.1	<i>Attrition analysis.....</i>	<i>6</i>
1.2.2	<i>Screenouts and exclusions.....</i>	<i>7</i>
2	EXPERIMENTAL MANIPULATION	8
2.1	Procedure.....	8
2.2	Materials.....	10
3	MEASURES AND QUESTIONNAIRE	17
4	FULL STATISTICAL RESULTS.....	22
4.1	Pairwise comparisons across experimental conditions.....	22
4.1.1	<i>Manipulation checks</i>	<i>22</i>
4.1.2	<i>Full sample.....</i>	<i>24</i>
4.1.3	<i>Weighted compliance sample</i>	<i>30</i>
4.2	Mediation analyses	34
4.2.1	<i>Testing the two hypothesized pathways</i>	<i>34</i>
4.2.2	<i>Testing the unique vision effect with the full V2A framework.....</i>	<i>36</i>
4.3	Moderation analyses	38
4.3.1	<i>Desirability</i>	<i>38</i>
4.3.2	<i>Political orientation.....</i>	<i>40</i>
4.3.3	<i>Ease of possibility reasoning</i>	<i>43</i>
5	PREREGISTRATION	45
6	REFERENCES	47

1 SAMPLE

1.1 Sample composition

1.1.1 Data collection and composition of full sample

Data collection for all three studies took place between January 2024 and January 2025. The non-representative German sample for Study 1 ($N = 712$) was recruited via the panel provider Clickworker in January and February 2024. The samples for Study 2 ($N = 1,258$) and Study 3 ($N = 1,294$) were recruited by Norstat between April and June 2024, and from December 2024 to January 2025, respectively. Recruitment for Studies 2 and 3 followed demographic quotas to ensure representativeness of invited participants in terms of age, gender, place of residence (urban/rural), education, and income.

Overall, the pooled sample across all three studies closely matches population averages in terms of age, gender and political orientation. However, it deviates from national population distributions in terms of educational attainment, overrepresenting individuals with higher levels of schooling (see Tables 1). With regard to political party preferences, Study 1 underrepresented individuals with conservative and right-populist voting intentions at the time of data collection. In contrast, the samples from Study 2 and Study 3 closely reflected the actual results of the most recent federal elections in Germany and Austria, respectively (see Table 2, 3 and 4)

Table 1 | Demographic and political characteristics of study samples compared to nationally representative data

Variable	Germany			Austria	
	Study 1	Study 2	ESS11 ¹	Study 3	ESS11 ¹
Age (N_{valid})	(711)	(1,258)	(2,406)	(1,294)	(2,354)
– Mean (SD)	40 (12)	52 (17)	49 (19 ³)	47 (15)	49 (19 ³)
Gender (N_{valid})	(712)	(1,258)	(1,216)	(1,294)	(1,276)
– female	46%	55%	51%	53%	54%
– male	53%	45%	49%	47%	46%
– non-binary	0.6%	0.6%	0.3%	0.5%	0.1%
School education (N_{valid}^2)	(689)	(1,229)	(2,410)	(1,150)	(2,377)
– Lower secondary	2%	13%	23%	5%	14%
– Upper secondary	19%	47%	32%	42%	50%
– Highest qualification (Abitur / Matura)	79%	40%	45%	52%	36%
Political orientation (N_{valid})	(712)	(1,258)	(2,298)	(1,294)	(2,101)
Mean (SD) [0 = left; 10 = right]	4.4 (1.9)	4.7 (2.0)	4.5 (1.9 ³)	4.9 (2.1)	4.8 (1.9 ³)

¹ Representative data from the European Social Survey (ESS) round 11 (2023/24).

² Without participants who used “other”-category, indicated that they were still in school, dropped out without certificate or did not answer the question.

³ SD was estimated by the authors based on information on the sample distribution provided online.

Table 2 | Study 1 political party preference compared to nationally representative data from time of data collection

Sample	CDU/CSU	SPD	GRÜNE	FDP	LINKE	AfD	BSW	Other	N
Poll by Forschungsgruppe Wahlen, Jan 2024	31%	13%	14%	4%	4%	22%	4%	8%	1,337
Study 1	18%	11%	26%	9%	7%	11%	8%	8%	566 ¹

¹ Without participants were not planning to vote or did not indicate their party preference.

Table 3 | Study 2 political party choice at the last federal election in Germany compared to actual election results

Sample	CDU/CSU	SPD	GRÜNE	FDP	LINKE	AfD	Other	N
Results of German federal election 2021	24%	26%	15%	12%	5%	10%	8%	
Study 2	23%	22%	21%	10%	7%	12%	4%	958 ¹

¹ Without participants who did not vote or did not indicate their vote.

Table 4 | Study 3 political party choice at the last federal election in Austria compared to actual election results

Sample	ÖVP	SPÖ	FPÖ	GRÜNE	NEOS	KPÖ	BIER	Other	N
Results of Austrian federal election 2024	26%	21%	29%	8%	9%	2%	2%	2%	
Study 3	20%	23%	29%	9%	10%	3%	3%	2%	1,087 ¹

¹ Without participants who did not vote or did not indicate their vote.

1.1.2 Creation of the weighted compliance sample

The weighted compliance sample was created from the full sample in two steps: (1) excluding participants who did not genuinely engage with the experimental task, and (2) weighting the remaining participants based on political and demographic characteristics.

(1) Exclusions: Participants were excluded based on a rating of their written response to the manipulation tasks. Responses were rated on a 5-point scale (see OSF-File for full prompt: [#link will be added after review](#)):

1 = Off-Topic: No meaningful engagement with the task topic.

2 = Off-Task: Related to the topic but not the task instructions.

3 = Limited: Some task relevance but inconsistent or contradicting the task's purpose.

4 = Acceptable: Mostly task-consistent with minor shortcomings.

5 = Focused: Fully consistent and well-engaged with the task.

Only participants with a rating of at least *acceptable* on their written response to the first manipulation task (and a rating of at least *limited* on the second task; see manipulation material in Section 2.2) were included in the compliance sample. The rating procedure was conducted using a large language model (GPT-4o-2024-08-06 with temperature = 0). In total, 20% of participants were excluded, resulting in a sample size of $N = 2,632$. We cross-validated the decision for or against inclusion against human coding with a random selection of 780 cases from Study 3 (Cohen's $\kappa = .54$, $p < .001$, agreement = 85%).

(2) Weighting: Because excluding participants based on task engagement may have compromised random assignment, we applied post hoc propensity score weighting to ensure covariate balance across conditions. For each pairwise comparison of experimental conditions, we estimated Average Treatment effects on the Treated (ATT) using probit regression with the R package *WeightIt* (version 1.4.0), trimming weights at the 99th percentile to reduce the influence of extreme values. Participants were weighted on key political and demographic covariates: political orientation, political party preference or voting choice at the last federal election, educational attainment, gender, and age. This approach approximated the structure of a balanced quasi-experimental design, reducing confounding and improving comparability across conditions.

1.2 Attrition, screenouts and exclusions

We analysed patterns of attrition, automatic screenouts during the study as well exclusions after data collection. This analysis was based on all individuals who reached a relevant section of the survey ($N_{started} = 5,507$), that is, everyone who viewed a survey page with instructions on the experimental manipulation. An overview is provided in Table 5. Irregularities are described below. Statistical significance was assessed using logistic regression models to test whether attrition, screenouts, and exclusions were predicted by the assigned experimental condition or relevant covariates.

Table 5 | Attrition, screenouts and exclusions by condition and study.

		Condition				Total
		Vision + possibility	Vision + impossibility	Status quo reflection	Control	
Study 1 ($N_{\text{started}} = 1,292$)						
Attrition		33% (107)	30% (96)	27% (87)	15% (49)	26% (339)
Screenouts and exclusions		14% (47)	26% (82)	18% (59)	16% (53)	19% (241)
Screenout and exclusion criteria	Attempted repeated participation	8% (27)	15% (47)	12% (38)	10% (31)	11% (143)
	Failed task content recall	4% (13)	18% (56)	7% (21)	3% (11)	8% (101)
	Failed attention check item	4% (13)	4% (12)	3% (10)	4% (12)	4% (47)
	Speeded	3% (9)	1% (4)	2% (8)	4% (12)	3% (33)
	Took break	1% (2)	1% (2)	1% (3)	2% (5)	1% (12)
	No task engagement	2% (6)	0% (1)	1% (2)	1% (4)	1% (13)
Study 2 ($N_{\text{started}} = 2,330$)						
Attrition		19% (106)	20% (126)	20% (122)	16% (91)	19% (445)
Screenouts and exclusions		28% (151)	28% (177)	27% (159)	25% (140)	27% (627)
Screenout and exclusion criteria	Attempted repeated participation	4% (22)	6% (38)	5% (27)	3% (19)	5% (106)
	Failed task content recall check	11% (58)	12% (73)	10% (60)	8% (44)	10% (235)
	Failed attention check item	11% (59)	9% (54)	10% (57)	11% (64)	10% (234)
	Speeded	2% (9)	2% (15)	2% (10)	2% (11)	2% (45)
	Took break	2% (9)	2% (13)	2% (14)	2% (9)	2% (45)
	No task engagement	1% (8)	2% (10)	1% (3)	1% (4)	1% (25)
Study 3 ($N_{\text{started}} = 1,885$)						
Attrition		12% (54)	12% (53)	12% (57)	10% (49)	11% (213)
Screenouts and exclusions		23% (102)	18% (81)	18% (85)	22% (110)	20% (378)
Screenout and exclusion criteria	Attempted repeated participation	2% (10)	2% (9)	1% (6)	2% (10)	2% (35)
	Failed task content recall check	not assessed				
	Failed attention check item	18% (79)	13% (59)	14% (69)	17% (87)	16% (294)
	Speeded	2% (7)	1% (4)	1% (4)	3% (13)	1% (28)
	Took break	2% (8)	3% (13)	2% (10)	2% (8)	2% (39)
	No task engagement	1% (5)	1% (3)	0% (1)	1% (4)	1% (13)
Pooled data ($N_{\text{started}} = 5,507$)						
Attrition		20% (267)	20% (275)	19% (266)	14% (189)	18% (997)
Screenouts and exclusions		23% (300)	24% (340)	22% (303)	22% (303)	23% (1246)
Screenout and exclusion criteria	Attempted repeated participation	4% (59)	7% (94)	5% (71)	4% (60)	5% (284)
	Failed task content recall check	5% (71)	9% (129)	6% (81)	4% (55)	6% (336)
	Failed attention check item	11% (151)	9% (125)	10% (136)	12% (163)	10% (575)
	Speeded	2% (25)	2% (23)	2% (22)	3% (36)	2% (106)
	Took break	1% (19)	2% (28)	2% (27)	2% (22)	2% (96)
	No task engagement	1% (19)	1% (14)	0% (6)	1% (12)	1% (51)

1.2.1 Attrition analysis

This analysis of attrition is based on the proportion of participants who started but did not finish the survey. More precisely, we examined the rate at which participants discontinued the study after reaching one of the experimental manipulation tasks and whether these rates differed between conditions. Across the three studies, attrition ranged from 11% in Study 3 to 26% in Study 1. Overall, 18% of participants dropped out, which falls at the lower end of typical attrition rates in online studies, especially given the time-intensive nature of the experimental manipulation tasks (see Aguinis et al., 2021; Zhou & Fishbach, 2016).

Attrition rates in between-subject designs may be problematic when they are systematically biased between conditions. This was the case in Study 1, where participants in the control condition were significantly more likely to finish the study than participants in the other three conditions, (possibility condition: OR = 2.85, 95% CI [1.94, 4.22]; impossibility condition: OR = 3.18, 95% CI [2.14, 4.76]; status quo reflection: OR = 2.22, 95% CI [1.50, 3.32], all $ps < .001$). In contrast, attrition rates did not significantly differ among the other three experimental conditions. Also, additional analyses (not reported here) using a subsample of Study 1, in which we matched conditions based on relevant covariates (prior engagement with the topic, political orientation, party preference) as well as demographics – yielded similar results as the main analyses. This suggests that attrition was not systematically related to these predictors of our outcome variables and is therefore unlikely to have biased the results in relation to the no-intervention control group in Study 1.

In Study 2, we made two procedural changes to reduce the likelihood of selective dropout between the control and experimental conditions (also see Section 2.1). First, we extended the instructional text for the control condition to match the reading load of the other experimental conditions. Second, we added an introductory task at the beginning of the study (Horton et al., 2011; Zhou & Fishbach, 2016), in which participants were asked to briefly describe one or two thoughts in an open-text field. The task required participants to remain on this page for at least a minute and was designed to be similar in structure and effort to the upcoming manipulation tasks. The purpose was to have participants commit to the study at this point thereby reducing the risk of dropout upon encountering the manipulations tasks afterwards. As reflected in the more balanced attrition rates across conditions in Study 2 (see Table 5), these changes appeared effective: dropout differences with regard to the control condition were not significant anymore ($ps \approx .05-.11$), and overall attrition was reduced compared to Study 1.

We implemented additional procedural changes in Study 3. Specifically, we moved the measurement of demographics and several moderator variables to the beginning of the study – immediately following the introductory task added in Study 2, but before the experimental manipulation. This short questionnaire introduced a delay between the introductory task and the manipulation, which we used for an initial attention check: after completing the demographic and moderator items, participants were asked to recall the content of the introductory task. Participants who failed to recall the task content correctly were screened out from the study before reaching the experimental manipulation. These procedural refinements further reduced overall attrition compared to earlier studies. Also, there were no substantial differences in dropout between conditions ($ps > .20$).

Measuring moderator variables prior to the experimental manipulation in Study 3 also allowed us to examine whether relevant covariates predicted attrition as a function of assigned condition. Specifically, we tested whether dropout was predicted by the interaction between condition and two covariates: political orientation and prior engagement with the topic of a socially and ecologically just future. Although both covariates were significantly correlated with key outcome variables from the Vision-to-Action (V2A) framework, logistic regression models revealed no signs for interaction effects. Overall, there is no indication that participants with relevant characteristics were more likely to discontinue the study depending on their assigned condition.

1.2.2 Screenouts and exclusions

Across the three studies, automatic screenout and exclusion rates ranged from 19 % in Study 1 to 27 % in Study 2. Overall, 23 % of participants who began the survey were not included into the final data analysis. These figures refer to participants who started the study (i.e., reached a page with instructions for the experimental manipulation) but were either automatically screened out during or excluded after data collection. Importantly, sensitivity analyses showed that running our models on an unfiltered sample (i.e., without applying any exclusion criteria) did not substantially alter the results.

We implemented four types of non-inclusion criteria for the full sample:

1. **Attempts to participate in the study repeatedly:** We removed all participants who tried to participate in the study more than once after they had already reached a survey page with instructions on the experimental manipulation. Identification was based on duplicated user ID codes and was conducted after data collection.
2. **Failing an attention check:** We used two kinds of attention checks.
 - (2.1) A *task content recall* check (e.g. “Please indicate which of the following tasks you received in the first part of this study”) was embedded into the survey in Study 1 and 2 directly after participants had completed all key outcome measures. Participants who were not able to identify the task they had done during the manipulation from a set of real and fictional options were automatically redirected out of the survey. In Study 3, we instead used the introductory task in a similar way to screen out inattentive participants before the manipulation.
 - (2.2) *Attention check items* (e.g. “Instead of answering the question please choose ‘Strongly agree’ here”) were used in all three studies. One of the three items was always placed on the first two pages of the questionnaire directly after completing the manipulation task. Failing an early attention check led to an automatic screenout via redirecting participants out of the survey. Also, we excluded participants who failed an attention check at a later point of the survey after data collection.
3. **Atypical completion times:** Participants were excluded post hoc when:
 - (3.1) they *speeded* through relevant parts of the questionnaire (after the manipulation). The criterion for speeding was a completion time twice as fast as the first quartile.
 - (3.2) they *took a break* – longer than two hours – at a relevant point of the survey (during or after the manipulation).
4. **No task engagement:** We removed participants who showed no signs of engagement with the manipulation task. This evaluation of task engagement was conducted automatically using a large language model (GPT-4o-2024-08-06 with temperature = 0; see OSF-File for full prompt: [#link will be added after review](#)) and cross-validated against human coding with a random selection of 785 cases in Study 3 (Cohen’s $\kappa = .67$, $p < .001$, agreement = 99%).

We assessed whether these exclusions differed systematically across conditions using a series of logistic regression models. Overall, no systematic biases emerged – except in one case: In Study 1, participants in the *impossibility* condition were significantly more likely to fail the task content recall item compared to those in the *possibility* (OR = 0.19, 95% CI [0.09, 0.34], $p < .001$), *status quo* (OR = 0.29, 95% CI [0.17, 0.49], $p < .001$), or *control* condition (OR = 0.12, 95% CI [0.06, 0.23], $p < .001$).

This issue was due to a flaw in the task content recall item: the response options were not presented in random order but always began with the possibility condition. Many participants from the impossibility condition mistakenly selected the first listed response option, leading to elevated screenouts for that group. However, this check was conducted after participants had already completed all key outcome measures, allowing us to analyse the data collected before the task content recall check (analyses not reported here). Results were consistent, suggesting the screenout

did not affect our findings. The task content recall item was revised from Study 2 onward to eliminate this issue.

2 EXPERIMENTAL MANIPULATION

2.1 Procedure

At the beginning of the survey, participants were informed that the purpose of the study was to better understand people's world of thought – that is, how individuals in Germany/Austria think about everyday life and society. They were briefed on the study procedure and randomly assigned to one of four experimental conditions using unrestricted random sampling.

In Studies 2 and 3, a brief introductory task was added prior to random assignment. This task invited participants to explore their own world of thought for a brief moment. Participants were instructed to describe one or two thoughts that came to mind in an open-text field and were required to remain on this survey page for at least one minute before proceeding. This task served as a neutral entry point to the study, encouraging early commitment and helping to reduce dropout at later stages of the survey (also see Section 1.2.1).

After the initial instructions – and, in Studies 2 and 3, the brief introductory task – participants proceeded with the condition-specific experimental manipulation tasks. These tasks were parallelized as closely as possible to ensure comparability across conditions. An overview of the full manipulation materials is provided in Tables 6/7 and 8/9 below.

In all three studies, the experimental manipulation consisted of two sequential tasks. Each of the two experimental tasks was presented in full on a separate survey page. Both tasks concluded with an open-text field, where participants were asked to respond by describing their thoughts and imaginations, guided by a set of task-specific questions.

For the *first* task, participants were informed that the study would now focus on a specific part of their world of thought. Depending on their assigned condition, participants were either asked to (1) imagine an ideal future society (societal vision conditions), (2) reflect on the current society (status quo condition), or (3) thinking about a typical day in their life (control condition). After completing one of these three tasks, participants immediately proceeded to the *second* task. In the societal vision conditions, this second task involved the possibility manipulation, inducing participants to either argue for the possibility or impossibility of the envisioned society. In the status quo and control conditions, the second task did not introduce a new focus but was designed as a continuation of the first task, by asking participants to provide additional examples or details. This was intended to keep the overall effort and time demands comparable across all conditions.

A timer embedded in the survey ensured that participants spent a minimum amount of time on each of the experimental tasks: at least 200 seconds on the first task and 100 seconds on the second. On average, participants spent a total of 689 seconds ($SD = 512$) on the two tasks combined – approximately 11.5 minutes – and thus more than twice the required minimum. For an overview of the time spent on the experimental tasks by condition and study, see Figure 1 below.

Across all studies, participants spent significantly more time on the status quo reflection task than on the tasks in the other three conditions, $t(3251) = 7.42$, $p < .001$, $b^* = .30$. The remaining three conditions did not differ significantly in time spent, except in Study 1, where participants in the control condition spent significantly less time on the manipulation tasks compared to all other conditions, $t(708) = 5.41$, $p < .001$, $b^* = .46$. This was likely due to the control task in Study 1 involving substantially shorter instructions than the other conditions.

To address this issue, the control task was slightly revised after Study 1 by adding more detailed instructions to balance the reading load and the time spent across conditions (as well as to reduce the likelihood of selective dropout; also see Section 1.2.1). Starting in Study 2, a predefined structure consisting of four aspects of a typical day was added to the control condition, while the remainder of the instructions remained unchanged. These four aspects were developed based on an inspection

of participants' responses to the control task in Study 1. This adjustment proved effective, as evidenced by increased completion times for the control condition in Studies 2 and 3 (see Figure 1).

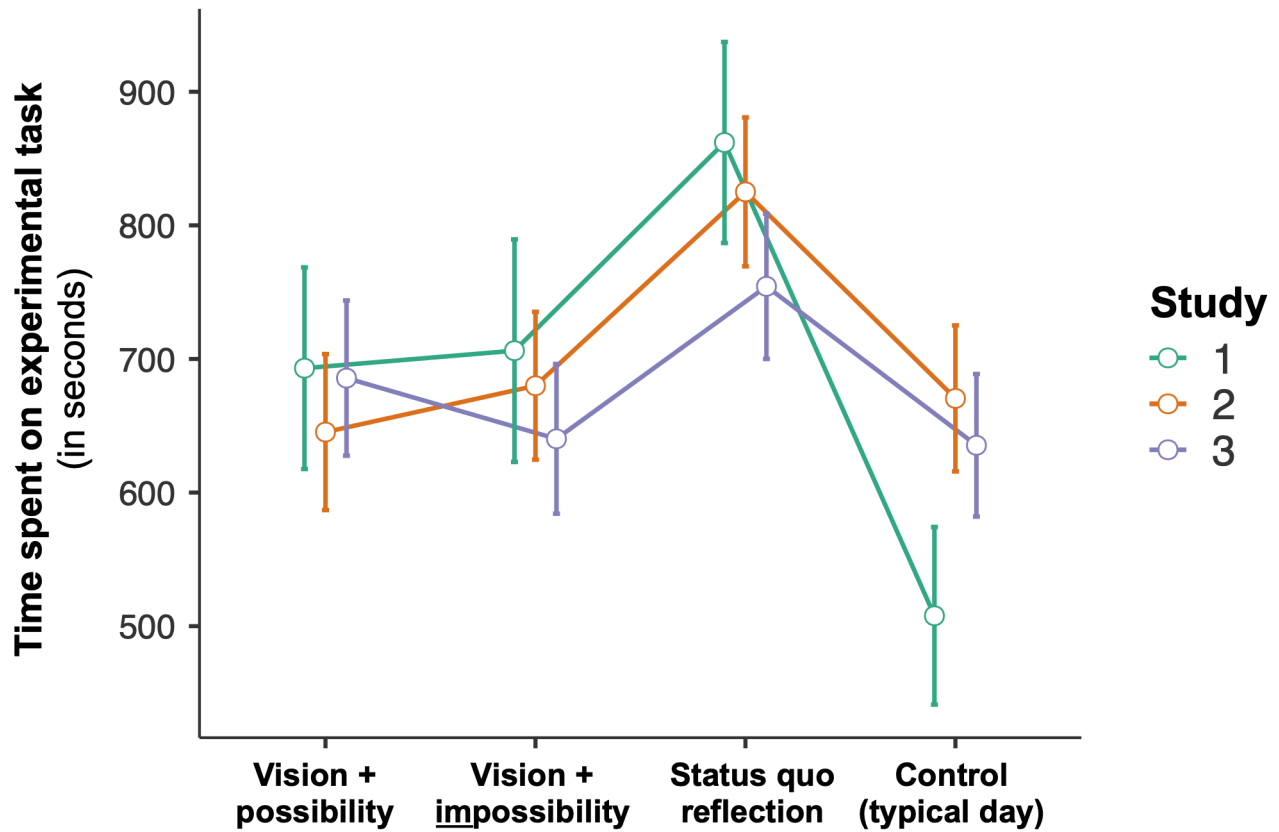


Figure 1 | Time spent on experimental tasks by condition and study. Points represent means; error bars indicate 95% confidence intervals.

2.2 Materials

Table 6 | English translation of task 1 of experimental manipulation (see German original below)

Societal vision (condition 1 & 2)	Status quo reflection (condition 3)	No-intervention control ¹ (condition 4)
Your task is to imagine an ideal future society based on the following four aspects. Important: This task is about your imaginative ability! While reading the four aspects, please imagine in detail • what this ideal society would look like, and • what it would be like to live in such a society. This is <u>not</u> about finding arguments for or against this idea of an ideal society. Please try to focus solely on imagining what this society and life within it would be like. Afterwards, you will be asked to describe your vision as precisely as possible. You can only click “Next” after three minutes have passed. So please take your time to read the following text carefully and imagine the described society.	Your task is to reflect on the extent to which the current society is based on the following four aspects. Important: This task is about your world of thought! While reading the four aspects, please think in detail about • what the current society looks like, and • what is it like to live in such a society. This is <u>not</u> about finding arguments for or against the current society. Please try to focus solely on reflecting on what the current state of society and life within it are like. Afterwards, you will be asked to describe your thoughts as precisely as possible. You can only click “Next” after three minutes have passed. So please take your time to read the following text carefully and reflect on the current society.	Your task is to reflect on a typical day in your life based on the following four aspects. Important: This task is about your world of thought! While reading the four aspects, please think in detail about • what a typical day in your life looks like, and • how such a day unfolds. This is <u>not</u> about finding arguments for or against your typical day. Please try to focus solely on thinking about what a typical day currently looks like for you and how it unfolds. Afterwards, you will be asked to describe your thoughts as precisely as possible. You can only click “Next” after three minutes have passed. So please take your time to read the following text carefully and reflect on your typical day.
Imagine an ideal society based on the following four aspects. 1 Justice This ideal society enables everyone to live a good life – that is, a happy and fulfilling life. All people have equal and permanent access to what is necessary for such a good life. This includes basic needs such as food, housing, mobility, education, healthcare, and care services. Beyond that, the society also ensures that everyone can fulfil their social and individual needs equally. For example, experiencing closeness and connection, receiving respect and appreciation, living as autonomously as possible, and realizing their own potential.	Reflect on the extent to which the current society is based on the following four aspects. 1 Justice Does the current society enable everyone to live a good life – that is, a happy and fulfilling life? To what extent do all people have equal and permanent access to what is necessary for such a good life? This includes basic needs such as food, housing, mobility, education, healthcare, and care services. Does the society also ensure that everyone can fulfil their social and individual needs equally? For example, experiencing closeness and connection, receiving respect and appreciation, living as autonomously as possible, and realizing their own potential.	Reflect on how the following four aspects of a typical day in your life look like. 1 Morning routines One aspect of a typical day are morning routines. To reflect on what a typical morning in your life looks like, you can consider the following questions: When do you usually get up? What do you typically do right after getting up? What are your breakfast habits? How do you prepare for the day ahead? What other activities usually happen during a typical morning?

2 Sustainability This ideal society is in harmony with nature. Energy production, economic activity, and consumption have no negative impact on the climate or environment. Natural resources are used in a way that guarantees everyone around the world receives their fair share. The society makes sure that future generations can live at least as well as the current one.	2 Sustainability Is the current society in harmony with nature? To what extent do energy production, economic activity, and consumption have a negative impact on the climate and environment? Are natural resources used in a way that guarantees everyone around the world receives their fair share? Does the society make sure that future generations can live at least as well as the current one?	2 Activities during the day Another aspect of a typical day is what you do during the day after your morning routine. To reflect on your daytime activities, you can consider the following questions: What are the main activities that fill your day? What do you typically do in the morning, at noon, and in the afternoon? Are there activities that regularly occur on a typical day for you?
3 Participation This ideal society enables people to participate meaningfully in decision-making, especially when they affect their own lives. Such participation takes place on all levels of society. That means, on the one hand, people can take part in political decisions that affect society as a whole or large parts of it. On the other hand, people have opportunities to shape their immediate living environment – for example, in the neighbourhood, at work, or in educational institutions such as schools and universities.	3 Participation To what extent does the current society enable people to participate meaningfully in decision-making, especially when they affect their own lives? To what extent does participation take place at all levels of society? That means, on the one hand, can people take part in political decisions that affect society as a whole or large parts of it? On the other hand, do people have opportunities to shape their immediate living environment – for example, in the neighbourhood, at work, or in educational institutions such as schools and universities?	3 Leisure activities Another aspect of a typical day are leisure activities. These can vary widely and occur at different times of the day. You can consider the following questions: What do you do when you don't have to do anything? What activities do you enjoy to relax and unwind? What do you do after completing your tasks for the day? Are there leisure activities you engage in regularly?
4 Solidarity People in this ideal society stick together. They see themselves as part of a community. This community is built on mutual trust and cooperation. People feel responsible for one another and genuinely care about each other's wellbeing. A social security system ensures that no one is left alone when facing serious problems.	4 Solidarity Do people in the current society stick together? To what extent do they see themselves as part of a community? Is this community built on mutual trust and cooperation? Do people feel responsible for one another and genuinely care about each other's wellbeing? To what extent does a social security system ensure that no one is left alone when facing serious problems?	4 Evening routines The last aspect of a typical day are evening routines. To reflect on what a typical evening in your life looks like, you can consider the following questions: When do you go to bed? What activities do you typically do right before going to bed? How do you usually eat dinner? How do you prepare for bedtime? What other activities usually happen during a typical evening for you?
Please now describe the vision of the society that emerged in your mind while reading the four aspects. Use the following questions as a guide. Try to describe what you imagined as precisely as possible, and don't leave out any important features. If possible, write 4-12 sentences. What does your vision of this ideal society look like? What would life be like in this ideal society? [open text field]	Please now describe your thoughts about the current society that emerged in your mind while reading the four aspects. Use the following questions as a guide. Try to describe your thoughts as precisely as possible, and don't leave out any important features. If possible, write 4-12 sentences. What does your view of the current society look like? What is life like in this current society? [open text field]	Please now describe the thoughts about a typical day in your life that emerged in your mind while reading the four aspects. Use the following questions as a guide. Try to describe your thoughts as precisely as possible and don't forget any important features. If possible, write 4-12 sentences. What does a typical day in your life look like? How does a typical day in your life unfold? [open text field]

¹ This table shows the revised version of the task in the control condition, which was adjusted after Study 1 and used in Studies 2 and 3. In Study 1, the control task did not include a predefined structure for describing the four aspects of a typical day; however, the remainder of the instructions remained unchanged.

Table 7 | English translation of task 2 of experimental manipulation (see German original below)

Societal vision + possibility (condition 1)	Societal vision + impossibility (condition 2)	Status quo reflection (condition 3)	No-intervention control (condition 4)
The society you were asked to imagine can of course be viewed from different perspectives... Your task now is to adopt the perspective that this idea of an ideal society is fundamentally plausible. That means you should come up with reasons why such a society could fundamentally exist. Please do not argue in the opposite direction at this point. So do <u>not</u> describe what would speak against such a society. We will ask you exactly that question later. First, please provide ideas that support the view that the imagined society lies within the realm of possibility.	The society you were asked to imagine can of course be viewed from different perspectives... Your task now is to adopt the perspective that this idea of an ideal society is fundamentally <u>not</u> plausible. That means you should come up with reasons why such a society could fundamentally <u>not</u> exist. Please do not argue in the opposite direction at this point. So do <u>not</u> describe what would speak for such a society. We will ask you exactly that question later. First, please provide ideas that support the view that the imagined society does <u>not</u> lie within the realm of possibility.	Now that you have already described your thoughts about the current society, we are also interested in (further) examples of the aspects you described. Your task now is to provide examples for your thoughts about the current society.	Now that you have already described aspects of your typical day, we would now like to give you time to consider whether you may have forgotten something. Your task now is to describe additional aspects of a typical day, if possible.
Write, if possible, 2-6 sentences. Please take at least one and a half minutes. You can only click "Next" after that time has passed. Thank you! Use the following questions as a guide: What would generally <u>support</u> the viability of this imagined society? What reasons suggest that it could be a real possibility? [open text field]	Write, if possible, 2-6 sentences. Please take at least one and a half minutes. You can only click "Next" after that time has passed. Thank you! Use the following questions as a guide: What would generally <u>challenge</u> the viability of this imagined society? What reasons suggest that it could <u>not</u> be a real possibility? [open text field]	Write, if possible, 2-6 sentences. Please take at least one and a half minutes. You can only click "Next" after that time has passed. Thank you! What are examples of the aspects of the current society that you have described? [open text field]	Write, if possible, 2-6 sentences. Please take at least one and a half minutes. You can only click "Next" after that time has passed. Thank you! Can you think of other aspects that are part of a typical day in your life? [open text field]

Table 8 | German original of task 1 of experimental manipulation (see English translation above)

Societal vision (condition 1 & 2)	Status quo reflection (condition 3)	No-intervention control¹ (condition 4)
Ihre Aufgabe ist es, sich eine ideale zukünftige Gesellschaft vorzustellen, die auf den folgenden vier Aspekten beruht. Wichtig: Es geht bei dieser Aufgabe, um Ihre Vorstellungskraft! Stellen Sie sich bitte beim Lesen der vier Aspekte genau vor, • wie diese ideale Gesellschaft aussehen würde und • wie es wäre, in solch einer Gesellschaft zu leben. Es geht hier <u>nicht</u> darum, Argumente zu finden, die für oder gegen diese gesellschaftliche Idealvorstellung sprechen. Bitte versuchen Sie, sich ausschließlich vorzustellen, wie diese Gesellschaft und das Leben in ihr aussehen würde. Anschließend sollen Sie diese Vorstellung möglichst genau beschreiben. Erst nachdem drei Minuten vergangen sind, können Sie auf „Weiter“ klicken. Nehmen Sie sich also Zeit, um den folgenden Text in Ruhe zu lesen und sich dabei die beschriebene Gesellschaft vorzustellen.	Ihre Aufgabe ist es, darüber nachzudenken, inwieweit die gegenwärtige Gesellschaft auf den folgenden vier Aspekten beruht. Wichtig: Es geht bei dieser Aufgabe, um Ihre Gedankenwelt! Überlegen Sie sich beim Lesen der vier Aspekte genau, • wie es in der gegenwärtigen Gesellschaft gerade aussieht und • wie es ist, in solch einer Gesellschaft zu leben. Es geht hier <u>nicht</u> darum, Argumente zu finden, die für oder gegen die gegenwärtige Gesellschaft sprechen. Bitte versuchen Sie, ausschließlich darüber nachzudenken, wie der momentane Zustand der Gesellschaft und das Leben in ihr aussehen. Anschließend sollen Sie diese Gedanken möglichst genau beschreiben. Erst nachdem drei Minuten vergangen sind, können Sie auf „Weiter“ klicken. Nehmen Sie sich also Zeit, um den folgenden Text in Ruhe zu lesen und dabei über die gegenwärtige Gesellschaft nachzudenken.	Ihre Aufgabe ist es, anhand der folgenden vier Aspekte über einen typischen Tag in Ihrem Leben nachzudenken. Wichtig: Es geht bei dieser Aufgabe, um Ihre Gedankenwelt! Überlegen Sie sich beim Lesen der vier Aspekte genau, • wie ein typischer Tag in Ihrem Leben aussieht und • wie solch ein Tag abläuft. Es geht hier <u>nicht</u> darum, Argumente zu finden, die für oder gegen Ihren typischen Tag sprechen. Bitte versuchen Sie, ausschließlich darüber nachzudenken, wie ein typischer Tag momentan bei Ihnen aussieht und wie solch ein Tag abläuft. Anschließend sollen Sie diese Gedanken möglichst genau beschreiben. Erst nachdem drei Minuten vergangen sind, können Sie auf „Weiter“ klicken. Nehmen Sie sich also Zeit, um den folgenden Text in Ruhe zu lesen und dabei über Ihren typischen Tag nachzudenken.

Stellen Sie sich eine ideale Gesellschaft vor, die auf den folgenden vier Aspekten beruht.	Denken Sie darüber nach, inwieweit die gegenwärtige Gesellschaft auf den folgenden vier Aspekten beruht.	Denken Sie darüber nach, wie die folgenden vier Aspekte eines typischen Tages in Ihrem Leben aussehen.
1 Gerechtigkeit Diese ideale Gesellschaft ermöglicht allen Menschen ein gutes, also glückliches und erfülltes, Leben. Alle Menschen haben dauerhaft den gleichen Zugang zu dem, was für solch ein gutes Leben notwendig ist. Ganz grundlegend zum Beispiel Lebensmittel, Wohnraum, Mobilität, Bildung, Gesundheitsfürsorge und Pflege. Darüber hinaus stellt die Gesellschaft ebenfalls sicher, dass alle Menschen gleichermaßen ihre sozialen und individuellen Bedürfnisse erfüllen können. Zum Beispiel Nähe und Verbundenheit zu erfahren, Respekt und Wertschätzung zu bekommen, möglichst selbstbestimmt zu leben und das eigene Potenzial zu entfalten.	1 Gerechtigkeit Ermöglicht die gegenwärtige Gesellschaft allen Menschen ein gutes, also glückliches und erfülltes, Leben? Inwieweit haben alle Menschen dauerhaft den gleichen Zugang zu dem, was für solch ein gutes Leben notwendig ist? Ganz grundlegend zum Beispiel Lebensmittel, Wohnraum, Mobilität, Bildung, Gesundheitsfürsorge und Pflege. Stellt die Gesellschaft darüber hinaus sicher, dass alle Menschen gleichermaßen ihre sozialen und individuellen Bedürfnisse erfüllen können? Zum Beispiel Nähe und Verbundenheit zu erfahren, Respekt und Wertschätzung zu bekommen, möglichst selbstbestimmt zu leben und das eigene Potenzial zu entfalten.	1 Morgendliche Routinen Ein Aspekt eines typischen Tages sind morgendliche Routinen. Um darüber nachzudenken, wie ein typischer Morgen in Ihrem Leben aussieht, können Sie sich zum Beispiel die folgenden Fragen stellen: Wann stehen Sie auf? Welche Aktivitäten führen Sie typischerweise direkt nach dem Aufstehen durch? Was sind Ihre Frühstücksgewohnheiten? Wie bereiten Sie sich auf einen typischen Tagesablauf vor? Welche Aktivitäten finden sonst noch während eines typischen Morgens statt?
2 Nachhaltigkeit Diese ideale Gesellschaft befindet sich im Einklang mit der Natur. Energieerzeugung, wirtschaftliche Produktion und Konsum haben keine negativen Auswirkungen auf Klima und Umwelt. Ressourcen aus der Natur werden so genutzt, dass weltweit alle genug abbekommen. Die Gesellschaft stellt sicher, dass auch für zukünftige Generationen ein mindestens genauso gutes Leben möglich ist.	2 Nachhaltigkeit Befindet sich die gegenwärtige Gesellschaft im Einklang mit der Natur? Inwieweit haben Energieerzeugung, wirtschaftliche Produktion und Konsum negative Auswirkungen auf Klima und Umwelt? Werden Ressourcen aus der Natur so genutzt, dass weltweit alle genug abbekommen? Stellt die Gesellschaft sicher, dass auch für zukünftige Generationen ein mindestens genauso gutes Leben möglich ist?	2 Tätigkeiten während des Tages Ein weiterer Aspekt eines typischen Tages sind die Tätigkeiten, die nach Abschluss der morgendlichen Routine beginnen. Um über diese Tätigkeiten während des Tages nachzudenken, können Sie sich zum Beispiel die folgenden Fragen stellen. Welche Hauptaktivitäten füllen Ihren Tag aus? Was machen Sie an einem typischen Vormittag, Mittag und Nachmittag? Gibt es Aktivitäten, die sich an einem für Sie typischen Tag wiederholen?
3 Mitbestimmung Diese ideale Gesellschaft ermöglicht es den Menschen, sich sinnvoll an Entscheidungen zu beteiligen, insbesondere wenn diese ihr eigenes Leben betreffen. Diese Mitbestimmung findet auf sämtlichen gesellschaftlichen Ebenen statt. Das heißt, zum einen können sich die Menschen an politischen Entscheidungen beteiligen, die die gesamte Gesellschaft oder große Bereiche davon betreffen. Zum anderen gibt es Möglichkeiten, das eigene unmittelbare Lebensumfeld maßgeblich mitzugestalten; zum Beispiel in der Nachbarschaft, am Arbeitsplatz oder in Bildungseinrichtungen wie Schule und Universität.	3 Mitbestimmung Inwieweit ermöglicht die gegenwärtige Gesellschaft es den Menschen, sich sinnvoll an Entscheidungen zu beteiligen? Insbesondere wenn diese ihr eigenes Leben betreffen? Inwieweit findet Mitbestimmung auf sämtlichen gesellschaftlichen Ebenen statt? Das heißt, können sich die Menschen zum einen an politischen Entscheidungen beteiligen, die die gesamte Gesellschaft oder große Bereiche davon betreffen? Gibt es zum anderen Möglichkeiten, das eigene unmittelbare Lebensumfeld maßgeblich mitzugestalten? Zum Beispiel in der Nachbarschaft, am Arbeitsplatz oder in Bildungseinrichtungen wie Schule und Universität?	3 Freizeitaktivitäten Ein weiterer Aspekt eines typischen Tages sind Freizeitaktivitäten. Solche Aktivitäten können sehr unterschiedlich sein und zu unterschiedlichen Zeiten stattfinden. Sie können sich zum Beispiel die folgenden Fragen stellen. Was machen Sie, wenn Sie nichts tun müssen? Welche Aktivitäten führen Sie gerne aus, um zu entspannen und abzuschalten? Was machen Sie, nachdem Sie Ihre Aufgaben für den Tag erledigt haben? Gibt es Freizeitaktivitäten, denen Sie regelmäßig nachgehen?

4 Zusammenhalt Die Menschen in dieser idealen Gesellschaft halten zusammen. Sie verstehen sich als Teil einer Gemeinschaft. Diese Gemeinschaft beruht auf gegenseitigem Vertrauen und Kooperation. Die Menschen fühlen sich füreinander verantwortlich und haben ein ehrliches Interesse am Wohlergehen der anderen. Ein soziales Absicherungssystem sorgt dafür, dass niemand mit schwerwiegenden Problemen alleingelassen wird.	4 Zusammenhalt Halten die Menschen in der gegenwärtigen Gesellschaft zusammen? Inwieweit verstehen sie sich als Teil einer Gemeinschaft? Beruht diese Gemeinschaft auf gegenseitigem Vertrauen und Kooperation? Fühlen sich die Menschen füreinander verantwortlich und haben sie ein ehrliches Interesse am Wohlergehen der anderen? Inwieweit sorgt ein soziales Absicherungssystem dafür, dass niemand mit schwerwiegenden Problemen alleingelassen wird?	4 Abendliche Routinen Der letzte Aspekt eines typischen Tages sind abendliche Routinen. Um darüber nachzudenken, wie ein typischer Abend in Ihrem Leben aussieht, können Sie sich zum Beispiel die folgenden Fragen stellen: Wann gehen Sie ins Bett? Welche Aktivitäten führen Sie typischerweise direkt davor aus? Wie essen Sie gewöhnlich zu Abend? Wie bereiten Sie sich auf das Zubettgehen vor? Welche Aktivitäten finden sonst noch während eines für Sie typischen Abends statt?
Bitte beschreiben Sie jetzt Ihre Vorstellung der Gesellschaft, die während des Lesens der vier Aspekte in Ihrem Kopf entstanden ist. Orientieren Sie sich dabei an den folgenden Fragen. Bitte versuchen Sie, Ihre Vorstellung möglichst genau zu beschreiben und kein wichtiges Merkmal davon zu vergessen. Schreiben Sie, wenn möglich, 4-12 Sätze. Wie sieht Ihre Vorstellung dieser idealen Gesellschaft aus? Wie wäre das Leben in dieser idealen Gesellschaft? [open text field]	Bitte beschreiben Sie jetzt Ihre Gedanken zur gegenwärtigen Gesellschaft, die während des Lesens der vier Aspekte in Ihrem Kopf entstanden sind. Orientieren Sie sich dabei an den folgenden Fragen. Bitte versuchen Sie, Ihre Gedanken möglichst genau zu beschreiben und kein wichtiges Merkmal davon zu vergessen. Schreiben Sie, wenn möglich, 4-12 Sätze. Wie sehen Ihre Gedanken zur gegenwärtigen Gesellschaft aus? Wie ist das Leben in der gegenwärtigen Gesellschaft? [open text field]	Bitte beschreiben Sie jetzt Ihre Gedanken zu einem typischen Tag in Ihrem Leben, die während des Lesens der vier Aspekte in Ihrem Kopf entstanden sind. Orientieren Sie sich dabei an den folgenden Fragen. Bitte versuchen Sie, Ihre Gedanken möglichst genau zu beschreiben und kein wichtiges Merkmal davon zu vergessen. Schreiben Sie, wenn möglich, 4-12 Sätze. Wie sieht ein typischer Tag in Ihrem Leben aus? Wie läuft ein typischer Tag bei Ihnen ab? [open text field]

¹ This table shows the revised version of the task in the control condition, which was adjusted after Study 1 and used in Studies 2 and 3. In Study 1, the control task did not include a predefined structure for describing the four aspects of a typical day; however, the remainder of the instructions remained unchanged.

Table 9 | German original of task 2 of experimental manipulation (see English translation above)

Societal vision + possibility (condition 1)	Societal vision + impossibility (condition 2)	Status quo reflection (condition 3)	No-intervention control (condition 4)
Die Gesellschaft, die Sie sich vorstellen sollten, lässt sich natürlich aus unterschiedlichen Perspektiven betrachten ... Ihre Aufgabe ist es nun, die Perspektive einzunehmen, dass diese gesellschaftliche Idealvorstellung grundsätzlich plausibel ist. Das heißt, Sie sollen sich Gründe dafür einfallen lassen, warum eine solche Gesellschaft grundsätzlich existieren könnte. Bitte sehen Sie an dieser Stelle davon ab, in eine andere Richtung zu argumentieren. Beschreiben Sie also nicht, was gegen eine derartige Gesellschaft sprechen würde. Wir werden Ihnen später genau diese Frage noch stellen. Bitte nennen Sie uns zuerst Ideen, die <u>dafür</u> sprechen, dass die vorgestellte Gesellschaft im Rahmen des Möglichen liegt.	Die Gesellschaft, die Sie sich vorstellen sollten, lässt sich natürlich aus unterschiedlichen Perspektiven betrachten ... Ihre Aufgabe ist es nun, die Perspektive einzunehmen, dass diese gesellschaftliche Idealvorstellung grundsätzlich <u>nicht</u> plausibel ist. Das heißt, Sie sollen sich Gründe dafür einfallen lassen, warum eine solche Gesellschaft grundsätzlich <u>nicht</u> existieren könnte. Bitte sehen Sie an dieser Stelle davon ab, in eine andere Richtung zu argumentieren. Beschreiben Sie also nicht, was für eine derartige Gesellschaft sprechen würde. Wir werden Ihnen später genau diese Frage noch stellen. Bitte nennen Sie uns zuerst Ideen, die <u>dagegen</u> sprechen, dass die vorgestellte Gesellschaft im Rahmen des Möglichen liegt.	Nachdem Sie nun bereits Ihre Gedanken zur gegenwärtigen Gesellschaft beschrieben haben, würden uns an dieser Stelle noch (weitere) Beispiele für die von Ihnen beschriebenen Aspekte interessieren. Ihre Aufgabe ist es nun, Beispiele für Ihre Gedanken zur gegenwärtigen Gesellschaft zu nennen.	Nachdem Sie nun bereits Aspekte Ihres typischen Tagesablaufs beschrieben haben, würden wir Ihnen an dieser Stelle gerne Zeit geben, um zu überlegen, ob Sie etwas vergessen haben. Ihre Aufgabe ist es nun, wenn möglich, weitere Aspekte eines typischen Tages zu beschreiben.
Schreiben Sie, wenn möglich, 2-6 Sätze. Nehmen Sie sich dafür mindestens anderthalb Minuten Zeit. Erst wenn die Zeit vergangen ist, können Sie auf „Weiter“ klicken. Vielen Dank! Orientieren Sie sich mit Ihrer Antwort bitte an den folgenden Fragen: Was spräche ganz grundsätzlich für die Umsetzbarkeit der vorgestellten Gesellschaft? Welche Argumente legen nahe, dass es sich dabei um eine reale Möglichkeit handelt? [open text field]	Schreiben Sie, wenn möglich, 2-6 Sätze. Nehmen Sie sich dafür mindestens anderthalb Minuten Zeit. Erst wenn die Zeit vergangen ist, können Sie auf „Weiter“ klicken. Vielen Dank! Orientieren Sie sich mit Ihrer Antwort bitte an den folgenden Fragen: Was spräche ganz grundsätzlich gegen die Umsetzbarkeit der vorgestellten Gesellschaft? Welche Argumente legen nahe, dass es sich dabei um keine reale Möglichkeit handelt? [open text field]	Schreiben Sie, wenn möglich, 2-6 Sätze. Nehmen Sie sich dafür mindestens anderthalb Minuten Zeit. Erst wenn die Zeit vergangen ist, können Sie auf „Weiter“ klicken. Vielen Dank! Was sind Beispiele für die von Ihnen beschriebenen Aspekte der gegenwärtigen Gesellschaft? [open text field]	Schreiben Sie, wenn möglich, 2-6 Sätze. Nehmen Sie sich dafür mindestens anderthalb Minuten Zeit. Erst wenn die Zeit vergangen ist, können Sie auf „Weiter“ klicken. Vielen Dank! Fallen Ihnen weitere Aspekte ein, die einen typischen Tag in Ihrem Leben ausmachen? [open text field]

3 MEASURES AND QUESTIONNAIRE

After the experimental manipulation, participants proceeded to the questionnaire – with one exception: in Study 3, demographic and political background information was collected at the beginning of the survey, prior to the experimental manipulation. Before the measurement of key outcome variables, participants were provided with a definition of socio-ecological change and asked to indicate their understanding of the concept (reappraisal). This definition was repeated several times throughout the questionnaire at the top of pages that included items referring to socio-ecological change.

To ensure consistent measurement, key outcome variables were placed immediately after the manipulation task. These included the two variables reflecting support for social change: collective action intentions and policy support, the latter of which was added in Study 2 and 3. The three variables capturing the psychological pathways – social movement identification, collective efficacy, and moral obligation – were assessed afterward. Rethinking (reappraisal) as well as manipulation checks and moderators followed in later sections of the questionnaire.

Table 10 | Relevant items and questionnaire details (English translation and German original)

English translation		German original
Response scale for all measures (except ease-of-reasoning and political orientation)	1 = strongly disagree [1] 2 = [2] 3 = [3] 4 = [4] 5 = [5] 6 = [6] 7 = strongly agree [7]	1 = Stimme gar nicht zu [1] 2 = [2] 3 = [3] 4 = [4] 5 = [5] 6 = [6] 7 = Stimme vollkommen zu [7]
Definition of socio-ecological change (presented on each relevant page of questionnaire)	The term social-ecological change refers to a fundamental change of society that is guided by the following principles: 1. social justice 2. ecological sustainability 3. democratic participation 4. social cohesion	Der Begriff sozial-ökologischer Wandel bezeichnet eine grundlegende Veränderung der Gesellschaft, die sich an den folgenden Prinzipien orientiert: 1. soziale Gerechtigkeit 2. ökologische Nachhaltigkeit 3. demokratische Mitbestimmung 4. gesellschaftlicher Zusammenhalt

English translation			German original
Support for social change	Collective action intentions	In the next 12 months, to what extent do you intend to engage in the types of actions in support of such a social-ecological change described here? In the next 12 months, I plan to (continue to) ... 1. ... sign petitions for socio-ecological change. 2. ... financially support an organization or group that is engaged in support for socio-ecological change (e.g., through donations or membership fees). 3. ... get involved in an organization, group, or political party that is engaged in support for socio-ecological change. 4. ... participate in events on the topic of socio-ecological change (e.g., talks, discussions, workshops). 5. ... take part in protest actions and demonstrations for socio-ecological change. 6. ... use online and traditional methods to raise awareness among others about the need for socio-ecological change (e.g., social media, letters). 7. ... try to convince people in my personal environment of the importance of socio-ecological change.	Inwiefern haben Sie vor, sich in den nächsten 12 Monaten durch die hier beschriebenen Handlungen für einen derartigen sozial-ökologischen Wandel einzusetzen? In den nächsten 12 Monaten plane ich (weiterhin), ... 1. ... Petitionen für den sozial-ökologischen Wandel unterschreiben. 2. ... eine Organisation oder Gruppierung finanziell unterstützen, die sich für den sozial-ökologischen Wandel einsetzt (z.B. durch Spenden oder Mitgliedsbeiträge). 3. ... mich in einer Organisation, Gruppierung oder politischen Partei engagieren, die sich für den sozial-ökologischen Wandel einsetzt. 4. ... an Veranstaltungen zum Thema sozial-ökologischer Wandel teilnehmen (z.B. Vorträge, Diskussionen, Workshops). 5. ... an Protestaktionen und Demonstrationen für den sozial-ökologischen Wandel teilnehmen. 6. ... Online- und traditionelle Methoden nutzen, um bei anderen ein Bewusstsein für die Notwendigkeit des sozial-ökologischen Wandels zu schaffen (z.B. Social Media, Briefe). 7. ... versuchen, Menschen in meinem Umfeld davon zu überzeugen, wie wichtig der sozial-ökologische Wandel ist.
	Policy support	1. I am willing to support socio-ecological change by paying higher taxes. 2. I am willing to accept cuts to my material standard of living in support of socio-ecological change.	1. Ich bin bereit, den sozial-ökologischen Wandel durch das Zahlen höherer Steuern zu unterstützen. 2. Ich bin bereit, Einschnitte in meinem materiellen Lebensstandard zu akzeptieren.

English translation			German original
Pathways	Social movement identification (politicized identification)	1. I feel a bond with the societal movement for socio-ecological change. 2. It gives me a good feeling to be part of the societal movement for socio-ecological change. 3. Being part of the societal movement for socio-ecological change is an important part of how I see myself.	1. Ich fühle mich der gesellschaftlichen Bewegung für den sozial-ökologischen Wandel verbunden. 2. Es gibt mir ein gutes Gefühl, Teil der gesellschaftlichen Bewegung für den sozial-ökologischen Wandel zu sein. 3. Ein Teil der gesellschaftlichen Bewegung für den sozial-ökologischen Wandel zu sein, ist ein wichtiger Teil meines Selbstverständnisses.
	Collective efficacy beliefs	1. I believe that, as a societal movement, we are capable of fundamentally reshaping society in a socially and ecologically just way. 2. I believe that, as a societal movement, we can play a major role in driving socio-ecological change forward. 3. I believe that, through our action together as a societal movement, we can achieve profound social and ecological changes in society.	1. Ich glaube, dass wir als gesellschaftliche Bewegung zusammen in der Lage sind, die Gesellschaft von Grund auf sozial und ökologisch gerecht umzubauen. 2. Ich glaube, dass wir als gesellschaftliche Bewegung gemeinsam den sozial-ökologischen Wandel maßgeblich vorantreiben können. 3. Ich glaube, dass wir durch unser gemeinsames Handeln als gesellschaftliche Bewegung tiefgreifende soziale und ökologische Veränderungen der Gesellschaft verwirklichen können.
	Moral obligation	1. I feel morally obligated to engage in support of socio-ecological change. 2. Because of moral principles that are important to me, I feel obligated to advocate for socio-ecological change. 3. I feel personally responsible to contribute to socio-ecological change.	1. Ich fühle mich moralisch verpflichtet, mich für den sozial-ökologischen Wandel zu engagieren. 2. Aufgrund mir wichtiger moralischer Prinzipien fühle ich mich verpflichtet, mich für den sozial-ökologischen Wandel einzusetzen. 3. Ich fühle mich persönlich verantwortlich, zum sozial-ökologischen Wandel beizutragen.
Reappraisal	Understanding	I have a clear understanding of what is meant by the term socio-ecological change.	Für mich ist klar, was mit dem Begriff sozial-ökologischer Wandel gemeint ist.
	Rethinking	My thoughts and ideas during the task encouraged me to rethink.	Meine Gedanken und Vorstellungen während der Aufgabe haben mich zum Umdenken angeregt.

English translation			German original
Manipulation checks	Societal cognitive alternatives	1. I find it easy to imagine a society where all people have equal rights and the powerful are not privileged. [Justice] 2. I find it easy to imagine a society that only uses resources that can easily grow back. [Sustainability] 3. I find it easy to imagine a society where political decisions are made in a way that everyone affected can live well with the outcomes. [Participation] 4. I find it easy imagine a society where people support each other as a community instead of competing with one another. [Solidarity]	1. Es fällt mir leicht, mir eine Gesellschaft vorzustellen, in der alle Menschen die gleichen Rechte haben und die Mächtigen nicht bevorzugt werden. [Justice] 2. Es fällt mir leicht, mir eine Gesellschaft vorzustellen, in der nur das verbraucht wird, was problemlos nachwachsen kann. [Sustainability] 3. Es fällt mir leicht, mir eine Gesellschaft vorzustellen, in der politische Entscheidungen so getroffen werden, dass alle Betroffenen gut damit leben können. [Participation] 4. Es fällt mir leicht, mir eine Gesellschaft vorzustellen, in der sich die Menschen als Gemeinschaft gegenseitig unterstützen, anstatt miteinander zu konkurrieren. [Solidarity]
	Perceived possibility	The society I imagined during the task ... 1. ... represents a version of society that is a real possibility. 2. ... could, in principle, exist. 3. ... could never exist.	Die Gesellschaft, die ich mir während der Aufgabe vorgestellt habe, ... 1. ... steht für eine real mögliche Version der Gesellschaft. 2. ... könnte grundsätzlich so existieren. 3. ... könnte niemals so existieren.
Measured moderators	Desirability	The life and society described in the task ... 1. ... appeal to me very much. 2. ... seem very <u>un</u>attractive to me. [reversed] 3. ... seem very attractive to me.	Das Leben und die Gesellschaft aus der Aufgabe ... 1. ... gefallen mir sehr gut. 2. ... finde ich sehr <u>un</u>attraktiv. [reversed] 3. ... finde ich sehr attraktiv.
	Political orientation	In politics, people sometimes talk about 'left' and 'right'. Where would you place yourself on this scale, where 0 means left and 10 means right? 1 = left [0] 2 = [1] 3 = [2] 4 = [3] 5 = [4] 6 = [5] 7 = [6] 8 = [7] 9 = [8] 10 = [9] 11 = right [10]	In der Politik spricht man manchmal von 'links' und 'rechts'. Wo auf dieser Skala würden Sie sich selbst einstufen, wenn 0 für links steht und 10 für rechts? 1 = links [0] 2 = [1] 3 = [2] 4 = [3] 5 = [4] 6 = [5] 7 = [6] 8 = [7] 9 = [8] 10 = [9] 11 = rechts [10]

Ease of possibility reasoning	To what extent did you find it difficult during the task to find arguments that the imagined society represents (or does not represent) a real possibility? [reversed] 1 = not at all [1] 2 = [2] 3 = [3] 4 = [4] 5 = [5] 6 = [6] 7 = very much [7]	Inwieweit ist es Ihnen während der Aufgabe schwer gefallen, Argumente dafür zu finden, dass die vorgestellte Gesellschaft grundsätzlich eine / keine reale Möglichkeit darstellt? [reversed] 1 = überhaupt nicht [1] 2 = [2] 3 = [3] 4 = [4] 5 = [5] 6 = [6] 7 = sehr [7]
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4 FULL STATISTICAL RESULTS

This section provides the full statistical results underlying the analyses reported in the “Results and Discussion” section of the main text. To keep the volume manageable, we primarily report results for the full sample. Results for the weighted compliance sample are included only when they differ substantially, which is the case for pairwise comparisons across experimental conditions (condition effects) and the moderation by political orientation.

To facilitate navigation, results are organized according to the three central types of analyses conducted:

1. **Pairwise comparisons across experimental conditions (condition effects)**
Includes all pairwise comparisons across experimental conditions referenced in the “Effectiveness” and “Processes” subsections of the main text, along with all remaining pairwise comparisons between experimental conditions.
2. **Mediation analyses**
Reports the results of the structural equation models referenced in the “Processes” subsection, including models testing the two hypothesized pathways, the addition of social movement identification as a third mediator, and the full V2A framework.
3. **Moderation analyses**
Provides the full results of analyses involving measured moderators discussed in the “Boundary Conditions” subsection, including desirability, political orientation, and ease of possibility reasoning.

4.1 Pairwise comparisons across experimental conditions

Here we report the full statistical results for all condition effects (pairwise comparisons) referenced in the “Effectiveness” and “Processes” subsections of the results and discussion in the main text along with all remaining pairwise comparisons across experimental conditions. Results are presented for both the full sample ($N = 3,264$; incl. policy support: $n = 2,552$) and the weighted compliance sample ($N = 2,632$; incl. policy support: $n = 1,962$).

Pairwise comparisons between experimental conditions within each individual study were conducted using Welch’s t -tests (Base R), with Cohen’s d reported as the effect size. Analyses of the pooled total sample were based on robust linear regression models (estimatr R package, version 1.0.4), with standard errors adjusted for heteroskedasticity (HC3 estimator). To facilitate comparison across samples and outcomes, standardized regression coefficients (b^*) were computed by standardizing each outcome variable while retaining unstandardized predictors, i.e., dummy-coded condition contrasts and the dummy-coded study covariate. These coefficients reflect the predicted change in standard deviation units of the outcome associated with each condition contrast, controlling for study. All reported p -values are two-sided, although one-sided tests were preregistered for Studies 1 and 3. P -values for analyses of the pooled sample were adjusted using the Benjamini–Hochberg procedure to control the false discovery rate (FDR) across contrasts and outcomes (Thissen et al., 2002).

4.1.1 Manipulation checks

All studies included manipulation check variables for the mental accessibility of societal alternatives and perceived possibility. Results for both variables are not reported in the main text but in this supplement only.

Accessibility of societal alternatives

Accessibility was operationalized as *cognitive alternatives*, conceptually aligned with validated measures such as the *Environmental Cognitive Alternatives Scale* (Wright et al., 2020, 2022). However, whereas previous scales focused exclusively on environmental aspects, our measure of *societal cognitive alternatives* encompassed both social and ecological alternatives to the status quo. Specifically, the scale included one item for each of the four normative dimensions (Justice, Sustainability, Participation, Solidarity) featured in the societal vision (and status quo reflection) manipulation. For example, the item for the justice dimension read: “I find it easy to imagine a society where all people have equal rights and the powerful are not privileged” (also see Table 10 for all items).

The effects of engaging with the societal vision focused on possibility (vs. control / status quo) on societal cognitive alternatives were consistent with our preregistered hypotheses – albeit relatively small in size (see Table 13 for statistical results and Section 5 of this supplement for hypothesis-specific discussion). Two factors likely contributed to these attenuated effects. First, as noted by Lutz et al. (2024), measures of cognitive alternatives may inadvertently function as a manipulation in themselves by prompting participants to imagine the very alternatives described in the items. To minimize such interference, we placed the societal cognitive alternatives scale toward the end of the questionnaire. However, the late placement in the questionnaire – particularly in Studies 2 and 3 – may have weakened the manipulation’s effect on the scale. Second, our societal cognitive alternatives measure was developed ad-hoc and included only one item per normative dimension featured in the societal vision (and status quo) manipulation. To fully capture the manipulation’s effect on the mental accessibility of societal alternatives, future research may benefit from using a more comprehensive and validated scale administered earlier in the questionnaire.

Possibility

Perceived possibility was operationalized as participants’ assessment of the fundamental viability of the envisioned society during the experimental manipulation. For example: “The society I imagined during the task represents a version of society that is a real possibility”. The possibility manipulation – focusing on why this envisioned society could or could not be possible – produced consistent significant effects on this measure. However, effect sizes across the outcome variables from the **V2A framework** were relatively small. Although some pairwise comparisons within individual studies fell short of conventional significance thresholds, the observed differences were consistently in the expected direction, and effects in the pooled analysis were statistically significant (see Table 13).

Overall, the relatively small effect sizes are not surprising, given that the manipulation targeted the salience of (im)possibility rather than attempting to alter participants’ underlying beliefs. Moreover, participants received the possibility manipulation only *after* they had already engaged with the societal vision. As shown by previous studies (e.g. Bosone et al., 2023; Fernando et al., 2020), such initial engagement with a societal vision – regardless of any possibility focus – can elicit motivational effects on its own. Therefore, the possibility manipulation should not be understood as an on-off switch, but more like an *amplifier or attenuator*, which affects certain psychological processes behind the effect – particularly those related to possibility perception. In line with this interpretation, the impossibility condition did not cause a complete blockage of the motivational effects of engaging with the societal vision (Pirlott & MacKinnon, 2016). Motivating effects still leaked through even under an induced focus on impossibility. To strengthen the overall effect of the possibility manipulation, future research may consider prompting participants to reflect on the vision’s (im)possibility during – rather than after – their engagement with it. Moreover, the interaction with ease of possibility reasoning suggests that the manipulation may exert substantial effects when participants find it easy to generate arguments for (or against) the viability of the envisioned society. Building on this finding, future research could enhance the manipulation’s effectiveness by providing participants with arguments for or against the vision’s viability, rather than relying solely on participants’ existing and accessible knowledge.

4.1.2 Full sample

Table 11 | Means and standard deviations of all variables across conditions in the full sample.

		<i>M (SD)</i>			
	Variable	Vision + possibility	Vision + impossibility	Status quo reflection	Control
Study 1	Collective action intentions	3.70 (1.56)	3.37 (1.49)	3.59 (1.49)	3.07 (1.44)
	Movement identification	4.41 (1.70)	3.97 (1.72)	4.11 (1.68)	3.69 (1.73)
	Collective efficacy	4.75 (1.53)	4.14 (1.47)	4.34 (1.63)	4.39 (1.54)
	Moral obligation	4.67 (1.70)	4.24 (1.75)	4.34 (1.79)	4.02 (1.82)
	Understanding	5.84 (0.97)	5.68 (1.23)	5.52 (1.34)	5.59 (1.21)
	Rethinking	3.46 (1.78)	3.12 (1.69)	2.89 (1.67)	2.54 (1.51)
	Cognitive alternatives ¹	4.58 (1.39)	4.12 (1.59)	4.18 (1.56)	3.97 (1.56)
	Perceived possibility ²	4.51 (1.62)	3.54 (1.59)		
	Desirability society ³	5.91 (1.29)	5.71 (1.40)	3.94 (1.59)	
	Political orientation ³	4.42 (1.87)	4.25 (1.86)	4.55 (1.88)	4.26 (1.84)
	Ease possibility reasoning ³	4.20 (1.73)	5.41 (1.55)		
Study 2	Collective action intentions	3.30 (1.62)	3.10 (1.61)	3.04 (1.50)	2.47 (1.39)
	Policy support	3.56 (2.00)	3.28 (1.85)	3.10 (1.80)	2.89 (1.76)
	Movement identification	4.12 (1.92)	3.95 (1.88)	3.75 (1.76)	3.33 (1.79)
	Collective efficacy	4.17 (1.90)	3.98 (1.77)	3.88 (1.69)	3.72 (1.69)
	Moral obligation	4.38 (1.83)	4.12 (1.82)	4.09 (1.78)	3.60 (1.89)
	Understanding	5.67 (1.31)	5.50 (1.32)	5.11 (1.45)	5.23 (1.43)
	Rethinking	3.52 (1.92)	3.38 (1.88)	3.01 (1.63)	2.75 (1.66)
	Cognitive alternatives ¹	3.91 (1.85)	3.62 (1.72)	3.72 (1.64)	3.59 (1.67)
	Perceived possibility ²	4.10 (1.74)	3.59 (1.69)		
	Desirability society ³	5.82 (1.42)	5.65 (1.45)	4.09 (1.49)	
	Political orientation ³	4.72 (1.99)	4.68 (2.02)	4.75 (1.85)	4.75 (1.97)
	Ease possibility reasoning ³	4.26 (2.05)	5.32 (1.70)		

		<i>M (SD)</i>			
	Variable	Vision + possibility	Vision + impossibility	Status quo reflection	Control
Study 3	Collective action intentions	3.49 (1.53)	3.34 (1.55)	3.20 (1.61)	2.82 (1.39)
	Policy support	3.61 (1.78)	3.39 (1.78)	3.22 (1.84)	3.16 (1.77)
	Movement identification	4.16 (1.78)	4.03 (1.79)	3.68 (1.80)	3.59 (1.85)
	Collective efficacy	4.38 (1.76)	4.21 (1.75)	3.97 (1.82)	4.13 (1.77)
	Moral obligation	4.42 (1.78)	4.32 (1.82)	4.13 (1.91)	4.11 (1.88)
	Understanding	5.74 (1.25)	5.46 (1.45)	5.37 (1.46)	5.10 (1.51)
	Rethinking	3.65 (1.85)	3.47 (1.84)	3.25 (1.80)	2.98 (1.72)
	Cognitive alternatives ¹	4.30 (1.82)	4.17 (1.69)	4.07 (1.66)	3.96 (1.72)
	Perceived possibility ²	4.47 (1.74)	4.13 (1.65)		
	Desirability society ³	5.83 (1.24)	5.75 (1.30)	4.24 (1.49)	
	Political orientation ³	4.90 (2.05)	4.85 (2.18)	4.95 (2.17)	5.07 (2.01)
	Ease possibility reasoning ³	4.16 (1.97)	5.29 (1.70)		
Pooled data	Collective action intentions	3.46 (1.58)	3.25 (1.57)	3.22 (1.55)	2.75 (1.42)
	Policy support	3.58 (1.89)	3.33 (1.81)	3.16 (1.82)	3.03 (1.77)
	Movement identification	4.20 (1.82)	3.99 (1.81)	3.80 (1.76)	3.52 (1.80)
	Collective efficacy	4.39 (1.78)	4.10 (1.71)	4.01 (1.74)	4.04 (1.70)
	Moral obligation	4.46 (1.78)	4.22 (1.80)	4.16 (1.84)	3.90 (1.88)
	Understanding	5.74 (1.22)	5.52 (1.36)	5.30 (1.44)	5.27 (1.42)
	Rethinking	3.56 (1.86)	3.37 (1.83)	3.08 (1.71)	2.79 (1.65)
	Cognitive alternatives ¹	4.21 (1.76)	3.94 (1.70)	3.96 (1.64)	3.83 (1.67)
	Perceived possibility ¹	4.34 (1.72)	3.80 (1.68)		
	Desirability society ²	5.84 (1.32)	5.70 (1.38)	4.12 (1.51)	
	Political orientation ²	4.72 (1.99)	4.67 (2.07)	4.79 (1.99)	4.75 (1.98)
	Ease possibility reasoning ²	4.21 (1.95)	5.32 (1.67)		

¹ Societal cognitive alternatives and perceived possibility of envisioned society served as a manipulation checks.

² Desirability of the envisioned society (Vision + possibility / impossibility condition) or the reflected-upon current society (Status quo condition), political orientation and ease of possibility reasoning were measured moderator variables.

Table 12 | Correlations of all variables across conditions in the full sample (pooled data).

	n	1	2	3	4	5	6	7	8	9	10	11a	11b	12a	12b
1 Collective action intentions	3264	—													
2 Policy support	2552	.66 ***	—												
3 Movement identification	3264	.79 ***	.68 ***	—											
4 Collective efficacy	3264	.63 ***	.58 ***	.70 ***	—										
5 Moral obligation	3264	.76 ***	.69 ***	.84 ***	.69 ***	—									
6 Understanding	3264	.30 ***	.28 ***	.33 ***	.24 ***	.29 ***	—								
7 Rethinking	3264	.36 ***	.29 ***	.36 ***	.37 ***	.34 ***	.04 *	—							
8 Societal cognitive alternatives¹	3264	.42 ***	.36 ***	.41 ***	.45 ***	.41 ***	.17 ***	.24 ***	—						
9 Perceived possibility (of envisioned alternative society) ¹	1534	.45 ***	.31 ***	.43 ***	.49 ***	.40 ***	.20 ***	.29 ***	.56 ***	—					
10 Political orientation (0 = left; 10 = right) ²	3264	-.32 ***	-.35 ***	-.35 ***	-.27 ***	-.35 ***	-.12 ***	-.02	-.14 ***	-.09 ***	—				
11 Desirability (a) vision conditions (of envisioned alternative or reflected-upon current society) ²	1534	.38 ***	.33 ***	.44 ***	.37 ***	.43 ***	.25 ***	.20 ***	.37 ***	.41 ***	-.20 ***	—			
(b) status quo condition	830	.23 ***	.23 ***	.30 ***	.34 ***	.28 ***	.07 *	.25 ***	.25 ***	NA	-.04	NA	—		
12 Ease of reasoning (a) for possibility (regarding envisioned alternative society) ²	755	.23 ***	.14 ***	.24 ***	.32 ***	.23 ***	.16 ***	.17 ***	.37 ***	.48 ***	-.01	.26 ***	NA	—	
(b) against possibility	779	-.08 *	-.03	-.06	-.12 ***	-.06	.16 ***	-.18 ***	-.09 *	-.18 ***	.07	-.04	NA	NA	—

Note. * p < .05, ** p < .01, *** p < .001; ¹ Societal cognitive alternatives and perceived possibility of envisioned society served as a manipulation checks.

² Desirability of the envisioned society (Vision + possibility / impossibility condition) or the reflected-upon current society (Status quo condition), political orientation and ease of possibility reasoning were measured moderator variables.

Table 13 | Full statistical results for all pairwise comparisons across experimental conditions in the full sample.

	Dependent Variable	Study 1			Study 2			Study 3			Pooled data			
		<i>t</i> (<i>df</i>)	<i>p</i>	<i>d</i>	<i>t</i> (<i>df</i>)	<i>p</i>	<i>d</i>	<i>t</i> (<i>df</i>)	<i>p</i>	<i>d</i>	<i>t</i> (<i>df</i>)	<i>p</i>	<i>p</i> FDR	<i>b</i> *
Vision + possibility vs. control	Collective action intentions	4.10 (355)	< .001	0.42	6.71 (571)	< .001	0.55	5.75 (595)	< .001	0.46	9.52 (1652)	< .001	< .001	0.46
	Policy support				4.42 (578)	< .001	0.36	3.16 (619)	.002	0.25	5.37 (1256)	< .001	< .001	0.30
	Movement identification	4.13 (373)	< .001	0.42	5.24 (592)	< .001	0.42	3.92 (627)	< .001	0.31	7.58 (1652)	< .001	< .001	0.37
	Collective efficacy	2.32 (371)	.021	0.23	3.09 (582)	.002	0.25	1.81 (621)	.071	0.14	4.00 (1652)	< .001	< .001	0.20
	Moral obligation	3.70 (381)	< .001	0.37	5.20 (610)	< .001	0.42	2.17 (629)	.030	0.17	6.25 (1652)	< .001	< .001	0.31
	Understanding	2.29 (394)	.023	0.23	4.01 (616)	< .001	0.32	5.86 (638)	< .001	0.46	7.27 (1652)	< .001	< .001	0.34
	Rethinking	5.44 (337)	< .001	0.56	5.28 (573)	< .001	0.43	4.75 (602)	< .001	0.38	8.80 (1652)	< .001	< .001	0.43
	Cognitive alternatives ¹	4.11 (386)	< .001	0.41	2.23 (585)	.026	0.18	2.45 (607)	.015	0.20	4.59 (1652)	< .001	< .001	0.23
Vision + impossibility vs. control	Collective action intentions	1.89 (293)	.059	0.20	5.32 (632)	< .001	0.42	4.60 (633)	< .001	0.36	6.77 (1676)	< .001	< .001	0.32
	Policy support				2.76 (646)	.006	0.22	1.65 (653)	.100	0.13	3.12 (1311)	.002	.003	0.17
	Movement identification	1.51 (301)	.133	0.16	4.31 (646)	< .001	0.34	3.09 (657)	.002	0.24	5.24 (1676)	< .001	< .001	0.26
	Collective efficacy	-1.53 (312)	.128	-0.16	1.86 (647)	.064	0.15	0.60 (655)	.551	0.05	0.69 (1676)	.488	.565	0.03
	Moral obligation	1.19 (310)	.233	0.13	3.57 (650)	< .001	0.28	1.48 (657)	.140	0.11	3.52 (1676)	< .001	.001	0.17
	Understanding	0.73 (296)	.468	0.08	2.54 (648)	.011	0.20	3.12 (658)	.002	0.24	3.89 (1676)	< .001	< .001	0.19
	Rethinking	3.32 (276)	.001	0.36	4.51 (636)	< .001	0.35	3.55 (642)	< .001	0.28	6.59 (1676)	< .001	< .001	0.32
	Cognitive alternatives ¹	0.91 (296)	.362	0.10	0.24 (648)	.811	0.02	1.65 (656)	.100	0.13	1.28 (1676)	.200	.256	0.06
Status quo vs. control	Collective action intentions	3.52 (366)	< .001	0.36	5.01 (637)	< .001	0.39	3.31 (664)	< .001	0.25	6.63 (1727)	< .001	< .001	0.31
	Policy support				1.50 (643)	.134	0.12	0.44 (681)	.657	0.03	1.36 (1330)	.175	.229	0.07
	Movement identification	2.45 (377)	.015	0.25	3.01 (645)	.003	0.24	0.59 (684)	.556	0.04	3.27 (1727)	.001	.002	0.15
	Collective efficacy	-0.27 (362)	.786	-0.03	1.16 (644)	.247	0.09	-1.15 (682)	.252	-0.09	-0.29 (1727)	.775	.788	-0.01
	Moral obligation	1.79 (375)	.074	0.18	3.35 (645)	< .001	0.26	0.15 (683)	.878	0.01	2.88 (1727)	.004	.007	0.14
	Understanding	-0.50 (353)	.620	-0.05	-1.09 (643)	.278	-0.09	2.39 (684)	.017	0.18	0.61 (1727)	.542	.598	0.03
	Rethinking	2.14 (352)	.033	0.22	1.97 (645)	.049	0.16	2.04 (681)	.042	0.16	3.50 (1727)	< .001	.001	0.16
	Cognitive alternatives ¹	1.36 (372)	.175	0.14	1.02 (645)	.310	0.08	0.89 (684)	.371	0.07	1.70 (1727)	.089	.120	0.08

		Study 1			Study 2			Study 3			Pooled data			
Dependent Variable		t(df)	p	d	t(df)	p	d	t(df)	p	d	t(df)	p	p _{FDR}	b*
Vision + possibility vs. Status quo	Collective action intentions	0.63 (344)	.531	0.07	1.98 (587)	.049	0.16	2.31 (624)	.021	0.18	2.99 (1582)	.003	.005	0.15
	Policy support				2.99 (581)	.003	0.24	2.66 (622)	.008	0.21	3.99 (1235)	< .001	< .001	0.23
	Movement identification	1.63 (345)	.104	0.18	2.43 (585)	.016	0.20	3.37 (619)	< .001	0.27	4.40 (1582)	< .001	< .001	0.22
	Collective efficacy	2.39 (344)	.018	0.26	2.02 (579)	.044	0.17	2.87 (622)	.004	0.23	4.15 (1582)	< .001	< .001	0.21
	Moral obligation	1.77 (344)	.077	0.19	2.01 (595)	.045	0.16	1.99 (626)	.047	0.16	3.33 (1582)	< .001	.002	0.16
	Understanding	2.51 (315)	.012	0.27	5.02 (604)	< .001	0.41	3.43 (630)	< .001	0.27	6.47 (1582)	< .001	< .001	0.31
	Rethinking	3.08 (343)	.002	0.33	3.53 (567)	< .001	0.29	2.75 (611)	.006	0.22	5.35 (1582)	< .001	< .001	0.27
	Cognitive alternatives ¹	2.50 (341)	.013	0.27	1.30 (579)	.195	0.11	1.64 (598)	.101	0.13	2.92 (1582)	.004	.006	0.15
Vision + impossibility vs. Status quo	Collective action intentions	-1.33 (301)	.186	-0.15	0.48 (635)	.633	0.04	1.18 (651)	.237	0.09	0.37 (1606)	.714	.752	0.02
	Policy support				1.25 (637)	.212	0.10	1.17 (651)	.241	0.09	1.71 (1290)	.087	.120	0.09
	Movement identification	-0.74 (298)	.463	-0.08	1.38 (635)	.167	0.11	2.53 (649)	.012	0.20	2.16 (1606)	.031	.046	0.11
	Collective efficacy	-1.16 (311)	.248	-0.13	0.72 (636)	.473	0.06	1.71 (651)	.088	0.13	1.03 (1606)	.305	.367	0.05
	Moral obligation	-0.50 (304)	.621	-0.06	0.25 (637)	.801	0.02	1.30 (652)	.193	0.10	0.73 (1606)	.463	.546	0.04
	Understanding	1.10 (309)	.270	0.12	3.60 (629)	< .001	0.29	0.78 (649)	.436	0.06	3.12 (1606)	.002	.003	0.16
	Rethinking	1.20 (301)	.229	0.14	2.68 (626)	.008	0.21	1.54 (646)	.125	0.12	3.19 (1606)	.001	.003	0.16
	Cognitive alternatives ¹	-0.33 (299)	.739	-0.04	-0.75 (636)	.451	-0.06	0.78 (647)	.435	0.06	-0.31 (1606)	.754	.780	-0.02
Vision + possibility vs. impossibility	Collective action intentions	1.89 (306)	.059	0.21	1.47 (601)	.142	0.12	1.15 (603)	.252	0.09	2.62 (1531)	.009	.014	0.14
	Policy support				1.81 (589)	.071	0.15	1.51 (602)	.131	0.12	2.35 (1216)	.019	.029	0.14
	Movement identification	2.25 (299)	.025	0.26	1.07 (599)	.285	0.09	0.87 (603)	.387	0.07	2.25 (1531)	.025	.037	0.12
	Collective efficacy	3.58 (306)	< .001	0.40	1.33 (591)	.185	0.11	1.20 (602)	.230	0.10	3.16 (1531)	.002	.003	0.16
	Moral obligation	2.20 (298)	.028	0.25	1.76 (601)	.080	0.14	0.70 (604)	.483	0.06	2.60 (1531)	.009	.015	0.13
	Understanding	1.22 (264)	.224	0.14	1.58 (603)	.115	0.13	2.56 (603)	.011	0.21	3.24 (1531)	.001	.003	0.15
	Rethinking	1.75 (307)	.081	0.20	0.91 (599)	.362	0.07	1.21 (602)	.225	0.10	2.09 (1531)	.037	.053	0.11
	Cognitive alternatives ¹	2.68 (282)	.008	0.31	1.97 (590)	.049	0.16	0.89 (593)	.374	0.07	3.13 (1531)	.002	.003	0.16
	Perceived possibility ¹	5.33 (303)	< .001	0.60	3.66 (597)	< .001	0.30	2.42 (597)	.016	0.20	6.29 (1531)	< .001	< .001	0.32

Note. *P* values are two-sided. FDR-corrected *p* values were calculated using the Benjamini–Hochberg procedure across all pooled regression analyses.¹ Societal cognitive alternatives and perceived possibility of envisioned society (Vision + possibility vs. impossibility) served as manipulation checks and were not reported in the main text.

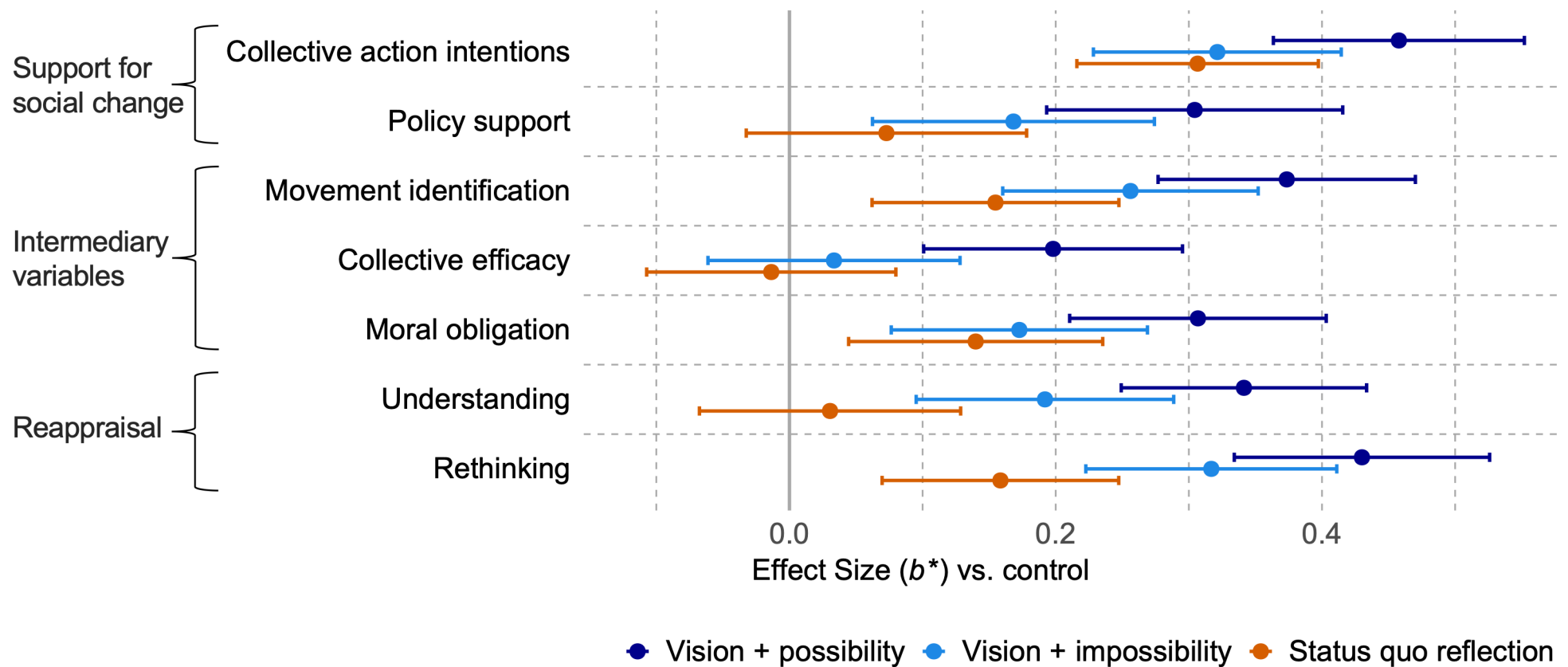


Figure 2 (identical to Figure 2 in the main text) | Effects of the experimental conditions (vs. control) on all outcome variables in full sample (pooled data). Standardized regression coefficients (b^*) from robust linear regression models comparing the societal vision conditions (focused on possibility or impossibility) and the status quo reflection to the no-intervention control condition. Error bars represent 95% confidence intervals. All models control for study (dummy-coded), with standard errors adjusted for heteroskedasticity. $N = 3,264$ for all outcomes, except policy support ($n = 2,552$).

4.1.3 Weighted compliance sample

Table 14 | Weighted means and standard deviations for each pairwise comparison (ATT) in the weighted compliance sample (pooled data).

Variable	<i>M (SD)</i>					
	Control	Vision + possibility	Control	Vision + impossibility	Control	Status quo reflection
Collective action intentions	2.83 (1.42)	3.75 (1.51)	2.78 (1.40)	3.49 (1.50)	2.72 (1.41)	3.29 (1.54)
Policy Support	3.19 (1.77)	3.98 (1.79)	3.12 (1.76)	3.60 (1.73)	3.05 (1.76)	3.28 (1.82)
Movement identification	3.64 (1.77)	4.52 (1.69)	3.62 (1.78)	4.30 (1.71)	3.54 (1.80)	3.89 (1.73)
Collective efficacy	4.15 (1.64)	4.77 (1.60)	4.11 (1.66)	4.39 (1.58)	4.03 (1.69)	4.11 (1.69)
Moral obligation	4.00 (1.87)	4.82 (1.62)	3.97 (1.87)	4.53 (1.65)	3.89 (1.90)	4.29 (1.79)
Understanding	5.35 (1.36)	5.85 (1.14)	5.27 (1.41)	5.59 (1.29)	5.30 (1.41)	5.37 (1.43)
Rethinking	2.75 (1.63)	3.67 (1.79)	2.78 (1.64)	3.57 (1.81)	2.77 (1.65)	3.06 (1.65)
Cognitive alternatives ¹	3.84 (1.62)	4.55 (1.60)	3.84 (1.64)	4.19 (1.63)	3.78 (1.65)	3.99 (1.62)
Political orientation ²	5.48 (1.92)	5.45 (1.97)	5.45 (1.92)	5.42 (2.03)	5.75 (1.92)	5.71 (1.96)

Variable	Status quo reflection	Vision + possibility	Status quo reflection	Vision + impossibility	Vision + impossibility	Vision + possibility
Collective action	3.42 (1.55)	3.75 (1.51)	3.39 (1.54)	3.49 (1.50)	3.47 (1.50)	3.75 (1.51)
Policy support	3.44 (1.87)	3.98 (1.79)	3.42 (1.83)	3.60 (1.73)	3.65 (1.71)	3.98 (1.79)
Movement identification	4.05 (1.72)	4.52 (1.69)	3.98 (1.72)	4.30 (1.71)	4.25 (1.72)	4.52 (1.69)
Collective efficacy	4.20 (1.69)	4.77 (1.60)	4.18 (1.67)	4.39 (1.58)	4.34 (1.57)	4.77 (1.60)
Moral obligation	4.42 (1.77)	4.82 (1.62)	4.39 (1.79)	4.53 (1.65)	4.49 (1.68)	4.82 (1.62)
Understanding	5.40 (1.39)	5.85 (1.14)	5.37 (1.41)	5.59 (1.29)	5.64 (1.25)	5.85 (1.14)
Rethinking	3.08 (1.67)	3.67 (1.79)	3.08 (1.66)	3.57 (1.81)	3.49 (1.79)	3.67 (1.79)
Cognitive alternatives ¹	3.97 (1.59)	4.55 (1.60)	3.99 (1.59)	4.19 (1.63)	4.12 (1.63)	4.55 (1.60)
Perceived possibility ¹					3.97 (1.63)	4.71 (1.58)
Desirability society ²	4.05 (1.52)	6.19 (1.03)	4.06 (1.53)	6.02 (1.07)	6.00 (1.10)	6.19 (1.03)
Political orientation ²	5.43 (1.99)	5.45 (1.97)	5.43 (1.99)	5.42 (2.03)	5.46 (2.07)	5.45 (1.97)
Ease possibility reasoning ²					5.27 (1.61)	4.41 (1.84)

Table 15 | Full statistical results for all pairwise comparisons across experimental conditions in the weighted compliance sample.

	Dependent Variable	Study 1			Study 2			Study 3			Pooled data			
		<i>t</i> (<i>df</i>)	<i>p</i>	<i>d</i>	<i>t</i> (<i>df</i>)	<i>p</i>	<i>d</i>	<i>t</i> (<i>df</i>)	<i>p</i>	<i>d</i>	<i>t</i> (<i>df</i>)	<i>p</i>	<i>p</i> FDR	<i>b</i> *
Vision + possibility vs. control	Collective action intentions	4.22 (308)	< .001	0.45	8.60 (307)	< .001	0.84	6.58 (343)	< .001	0.61	10.76 (1368)	< .001	< .001	0.61
	Policy support				5.76 (318)	< .001	0.56	3.58 (370)	< .001	0.33	6.34 (994)	< .001	< .001	0.43
	Movement identification	4.32 (328)	< .001	0.45	6.89 (341)	< .001	0.66	4.56 (393)	< .001	0.42	8.78 (1368)	< .001	< .001	0.49
	Collective efficacy	2.59 (325)	.010	0.27	5.78 (319)	< .001	0.56	3.31 (389)	.001	0.30	6.60 (1368)	< .001	< .001	0.37
	Moral obligation	3.90 (346)	< .001	0.41	7.58 (387)	< .001	0.71	3.40 (405)	< .001	0.31	8.08 (1368)	< .001	< .001	0.46
	Understanding	2.59 (366)	.010	0.27	5.17 (382)	< .001	0.48	4.79 (409)	< .001	0.43	7.07 (1368)	< .001	< .001	0.37
	Rethinking	5.69 (294)	< .001	0.61	5.68 (304)	< .001	0.55	5.19 (346)	< .001	0.48	9.22 (1368)	< .001	< .001	0.53
	Cognitive alternatives ¹	4.65 (345)	< .001	0.48	5.10 (325)	< .001	0.49	4.09 (361)	< .001	0.38	7.68 (1368)	< .001	< .001	0.43
Vision + impossibility vs. control	Collective action intentions	2.55 (249)	.011	0.29	6.53 (426)	< .001	0.58	5.98 (448)	< .001	0.52	8.75 (1433)	< .001	< .001	0.46
	Policy support				3.80 (451)	< .001	0.34	2.57 (493)	.010	0.22	4.35 (1087)	< .001	< .001	0.27
	Movement identification	2.24 (261)	.026	0.25	5.43 (454)	< .001	0.48	4.26 (507)	< .001	0.36	6.92 (1433)	< .001	< .001	0.38
	Collective efficacy	-0.69 (275)	.489	-0.08	3.24 (449)	.001	0.29	2.11 (506)	.035	0.18	3.07 (1433)	.002	.004	0.16
	Moral obligation	1.97 (270)	.049	0.22	5.09 (496)	< .001	0.44	3.00 (517)	.003	0.26	5.75 (1433)	< .001	< .001	0.31
	Understanding	1.47 (270)	.143	0.16	3.31 (497)	.001	0.29	2.79 (495)	.005	0.24	4.32 (1433)	< .001	< .001	0.24
	Rethinking	3.09 (243)	.002	0.35	6.10 (423)	< .001	0.55	4.90 (447)	< .001	0.43	8.10 (1433)	< .001	< .001	0.45
	Cognitive alternatives ¹	1.39 (247)	.167	0.16	2.19 (446)	.029	0.19	3.26 (504)	.001	0.28	3.92 (1433)	< .001	< .001	0.22
Status quo vs. control	Collective action intentions	4.19 (359)	< .001	0.43	5.04 (543)	< .001	0.42	3.97 (520)	< .001	0.33	7.32 (1568)	< .001	< .001	0.37
	Policy support				2.07 (558)	.039	0.17	1.07 (547)	.285	0.09	2.16 (1176)	.031	.039	0.13
	Movement identification	2.95 (373)	.003	0.30	2.75 (564)	.006	0.23	1.44 (577)	.151	0.12	3.86 (1568)	< .001	< .001	0.20
	Collective efficacy	0.53 (363)	.600	0.05	1.14 (557)	.254	0.10	-0.09 (565)	.930	-0.01	0.85 (1568)	.394	.439	0.05
	Moral obligation	1.89 (376)	.060	0.19	3.89 (572)	< .001	0.32	1.46 (569)	.145	0.12	4.02 (1568)	< .001	< .001	0.22
	Understanding	-0.41 (355)	.679	-0.04	-1.39 (543)	.165	-0.12	3.05 (573)	.002	0.25	0.87 (1568)	.385	.437	0.05
	Rethinking	2.28 (348)	.023	0.23	1.82 (566)	.069	0.15	2.02 (564)	.044	0.17	3.35 (1568)	< .001	.001	0.17
	Cognitive alternatives ¹	1.65 (366)	.099	0.17	1.82 (561)	.070	0.15	0.94 (572)	.347	0.08	2.40 (1568)	.016	.022	0.12

	Dependent Variable	Study 1			Study 2			Study 3			Pooled data			
		<i>t</i> (<i>df</i>)	<i>p</i>	<i>d</i>	<i>t</i> (<i>df</i>)	<i>p</i>	<i>d</i>	<i>t</i> (<i>df</i>)	<i>p</i>	<i>d</i>	<i>t</i> (<i>df</i>)	<i>p</i>	<i>p</i> FDR	<i>b</i> *
Vision + possibility vs. Status quo	Collective action intentions	-0.04 (314)	.967	-0.00	3.69 (352)	< .001	0.36	2.73 (397)	.007	0.26	3.49 (1193)	< .001	< .001	0.22
	Policy support				3.57 (349)	< .001	0.35	2.47 (402)	.014	0.24	4.04 (869)	< .001	< .001	0.30
	Movement identification	0.85 (316)	.396	0.09	4.03 (358)	< .001	0.40	3.16 (386)	.002	0.31	4.45 (1193)	< .001	< .001	0.26
	Collective efficacy	2.13 (322)	.034	0.24	4.62 (354)	< .001	0.46	3.45 (396)	< .001	0.33	5.64 (1193)	< .001	< .001	0.34
	Moral obligation	1.10 (321)	.273	0.12	3.61 (383)	< .001	0.35	2.23 (402)	.026	0.21	3.80 (1193)	< .001	< .001	0.22
	Understanding	2.27 (313)	.024	0.25	6.08 (403)	< .001	0.59	2.40 (406)	.017	0.23	5.93 (1193)	< .001	< .001	0.33
	Rethinking	2.79 (317)	.006	0.31	4.11 (318)	< .001	0.41	3.17 (361)	.002	0.31	5.52 (1193)	< .001	< .001	0.34
	Cognitive alternatives ¹	3.01 (322)	.003	0.33	3.74 (347)	< .001	0.37	4.00 (368)	< .001	0.39	6.01 (1193)	< .001	< .001	0.35
Vision + impossibility vs. Status quo	Collective action intentions	-1.66 (266)	.098	-0.20	1.65 (454)	.099	0.15	1.46 (478)	.146	0.13	1.17 (1258)	.243	.282	0.07
	Policy support				1.37 (461)	.170	0.13	0.92 (480)	.359	0.08	1.55 (962)	.121	.146	0.10
	Movement identification	-1.40 (260)	.162	-0.17	2.70 (455)	.007	0.25	3.39 (474)	< .001	0.31	3.09 (1258)	.002	.003	0.18
	Collective efficacy	-1.48 (282)	.139	-0.17	2.09 (459)	.037	0.19	2.36 (478)	.019	0.21	2.16 (1258)	.031	.039	0.12
	Moral obligation	-1.06 (269)	.290	-0.12	1.37 (472)	.172	0.12	1.82 (481)	.069	0.17	1.44 (1258)	.151	.178	0.08
	Understanding	1.07 (283)	.283	0.13	4.12 (479)	< .001	0.37	-0.11 (467)	.916	-0.01	2.76 (1258)	.006	.009	0.16
	Rethinking	0.88 (273)	.381	0.10	4.24 (428)	< .001	0.39	3.05 (456)	.002	0.28	4.75 (1258)	< .001	< .001	0.28
	Cognitive alternatives ¹	-0.04 (251)	.969	-0.00	0.98 (454)	.326	0.09	2.63 (473)	.009	0.24	2.19 (1258)	.029	.038	0.12
Vision + possibility vs. impossibility	Collective action intentions	1.69 (266)	.092	0.20	2.07 (354)	.040	0.21	1.55 (379)	.122	0.16	2.94 (1058)	.003	.005	0.19
	Policy support				2.22 (348)	.027	0.23	1.46 (373)	.146	0.15	2.51 (780)	.012	.017	0.18
	Movement identification	2.01 (262)	.045	0.24	1.58 (360)	.115	0.16	0.78 (382)	.435	0.08	2.43 (1058)	.015	.021	0.15
	Collective efficacy	3.23 (267)	.001	0.39	2.64 (349)	.009	0.27	1.71 (377)	.087	0.17	4.18 (1058)	< .001	< .001	0.25
	Moral obligation	2.04 (260)	.042	0.25	2.51 (360)	.012	0.26	0.97 (383)	.333	0.10	3.03 (1058)	.003	.004	0.18
	Understanding	0.86 (243)	.391	0.10	1.85 (354)	.066	0.19	2.29 (396)	.023	0.23	2.87 (1058)	.004	.006	0.16
	Rethinking	2.12 (270)	.035	0.25	0.20 (354)	.845	0.02	0.64 (384)	.525	0.06	1.63 (1058)	.104	.127	0.11
	Cognitive alternatives ¹	2.75 (242)	.006	0.33	2.73 (355)	.007	0.28	1.98 (367)	.049	0.20	4.11 (1058)	< .001	< .001	0.26
	Perceived possibility ¹	4.14 (264)	< .001	0.50	5.10 (364)	< .001	0.53	3.84 (382)	< .001	0.39	7.19 (1058)	< .001	< .001	0.45

Note. *P* values are two-sided. FDR-corrected *p* values were calculated using the Benjamini–Hochberg procedure across all pooled regression analyses.¹ Societal cognitive alternatives and perceived possibility of envisioned society (Vision + possibility vs. impossibility) served as manipulation checks and were not reported in the main text.

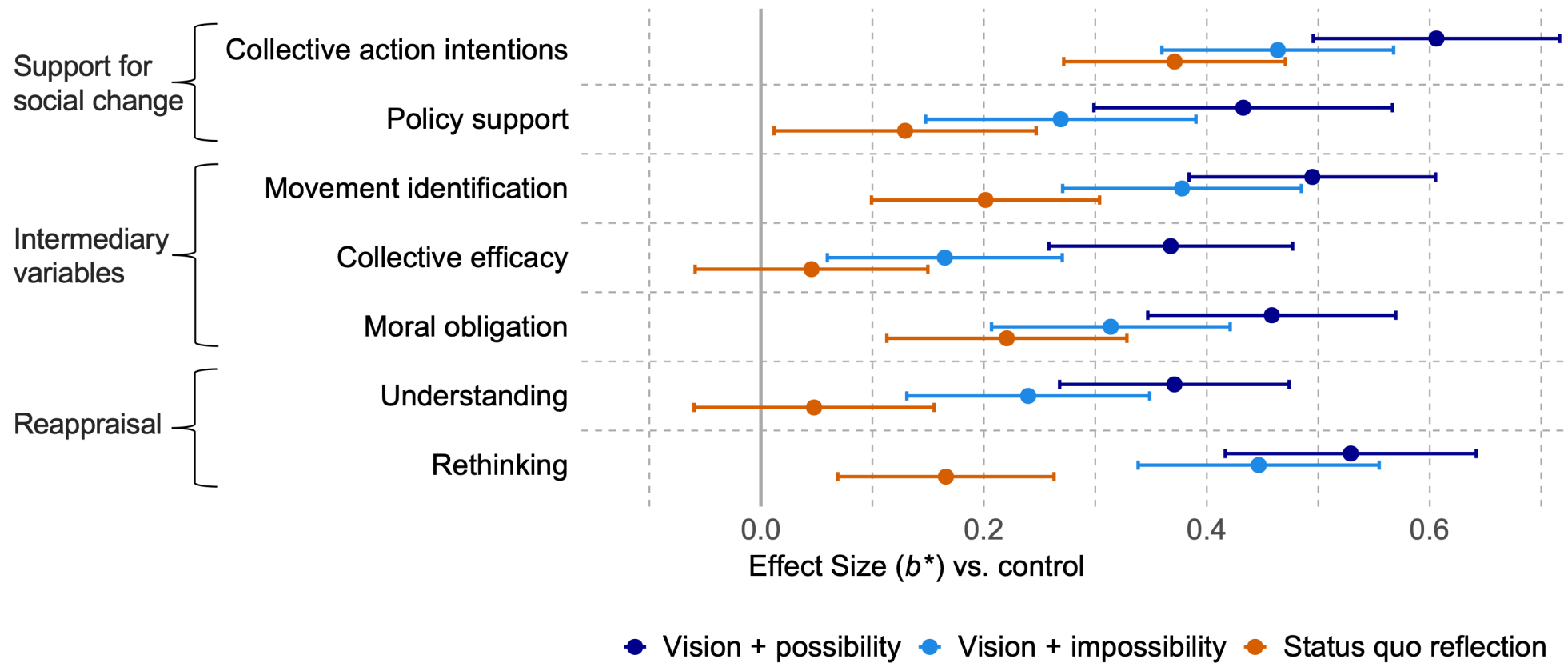


Figure 3 | Effects of the experimental conditions (vs. control) on key outcome variables in weighted compliance sample (pooled data). Standardized regression coefficients (b^*) from robust linear regression models comparing the societal vision conditions (focused on possibility or impossibility) and the status quo reflection to the no-intervention control condition. Error bars represent 95% confidence intervals. All models control for study (dummy-coded), with standard errors adjusted for heteroskedasticity. $N = 2,632$ for all outcomes, except policy support ($n = 1,962$).

4.2 Mediation analyses

Here we report the full statistical results for all mediation analyses referenced in the “Processes” subsection of the results and discussion in the main text. Results are based on the full sample ($N = 3,264$; incl. policy support: $n = 2,552$).

Mediation analyses were conducted using structural equation modelling and estimated with maximum likelihood estimation including robust standard errors via the lavaan R package (v0.6–17). All models had good fit: RMSEA < 0.06, SRMR < 0.08, and CFI/TLI > 0.95 (Hu & Bentler, 1999). Indirect effects were tested with bias-corrected bootstrapping (10,000 replications) to estimate 95% confidence intervals (MacKinnon et al., 2004). Standardized coefficients (b^*) are standardized for non-exogenous (outcome) variables only. All models were based on latent multiple-indicator outcome variables and included a dummy-coded study variable.

4.2.1 Testing the two hypothesized pathways

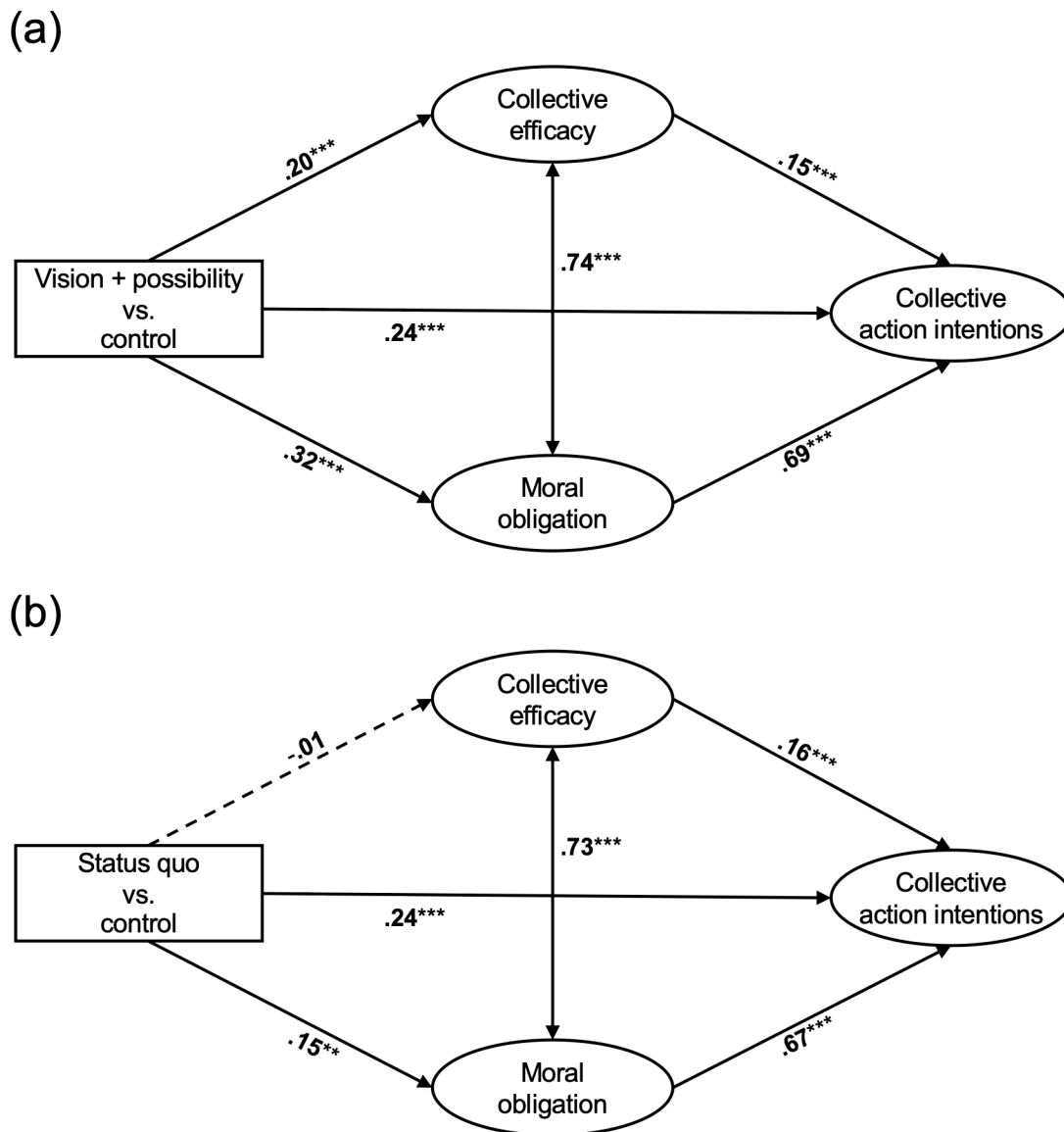


Figure 4 (identical to Figure 3 in the main text) | Mediation models testing the two hypothesized pathways. Structural equation models with latent outcome variables, contrasting the no-intervention control group to either (a) the societal vision condition with focus on possibility ($n = 1655$) or (b) the status quo reflection condition ($n = 1730$). Displayed regression coefficients are standardized for non-exogenous (outcome) variables (b^*). All models control for study (dummy-coded).

Table 16 | Model fit indices [Figure 4a/b].

Condition effect	Fit indices				
	χ^2 (df)	RMSEA (90% CI)	CFI	TLI	SRMR
Vision + possibility vs. control [Figure 3a]	519.40 (92)	0.06 (0.05, 0.06)	0.97	0.97	0.03
Status quo vs. control [Figure 3b]	557.04 (92)	0.06 (0.06, 0.07)	0.97	0.96	0.03

Table 17 | Indirect effects [Figure 4a/b].

Condition effect	Indirect effect	<i>b</i>	<i>SE</i>	95% CI	<i>p</i>	<i>b*</i>
Vision + possibility vs. control [Figure 3a]	Via collective efficacy	0.05	0.02	[0.02, 0.09]	.001	0.03
	Via moral obligation	0.36	0.06	[0.25, 0.47]	< .001	0.22
Status quo vs. control [Figure 3b]	Via collective efficacy	0.00	0.01	[-0.03, 0.02]	.860	0.00
	Via moral obligation	0.16	0.05	[0.06, 0.27]	.003	0.10

Table 18 | Regression and correlation results [Figure 4a/b].

Condition effect	Path	<i>b</i>	<i>SE</i>	95% CI	<i>p</i>	<i>b*</i>
Vision + possibility vs. control [Figure 3a]	Condition → Collective efficacy	0.34	0.08	[0.18, 0.51]	< .001	0.20
	Condition → Moral obligation	0.58	0.09	[0.40, 0.76]	< .001	0.32
	Condition → Collective action	0.40	0.05	[0.30, 0.50]	< .001	0.24
	Collective efficacy → Collective action	0.15	0.03	[0.09, 0.20]	< .001	0.15
	Moral obligation → Collective action	0.61	0.03	[0.56, 0.67]	< .001	0.69
	Collective efficacy ↔ Moral obligation	2.21	0.08	[2.05, 2.38]	< .001	0.74
Status quo vs. control [Figure 3b]	Condition → Collective efficacy	-0.01	0.08	[-0.17, 0.14]	.857	-0.01
	Condition → Moral obligation	0.27	0.09	[0.09, 0.44]	.003	0.15
	Condition → Collective action	0.39	0.05	[0.29, 0.50]	< .001	0.24
	Collective efficacy → Collective action	0.16	0.03	[0.10, 0.21]	< .001	0.16
	Moral obligation → Collective action	0.60	0.03	[0.55, 0.65]	< .001	0.67
	Collective efficacy ↔ Moral obligation	2.14	0.08	[1.98, 2.29]	< .001	0.73

4.2.2 Testing the unique vision effect with the full V2A framework

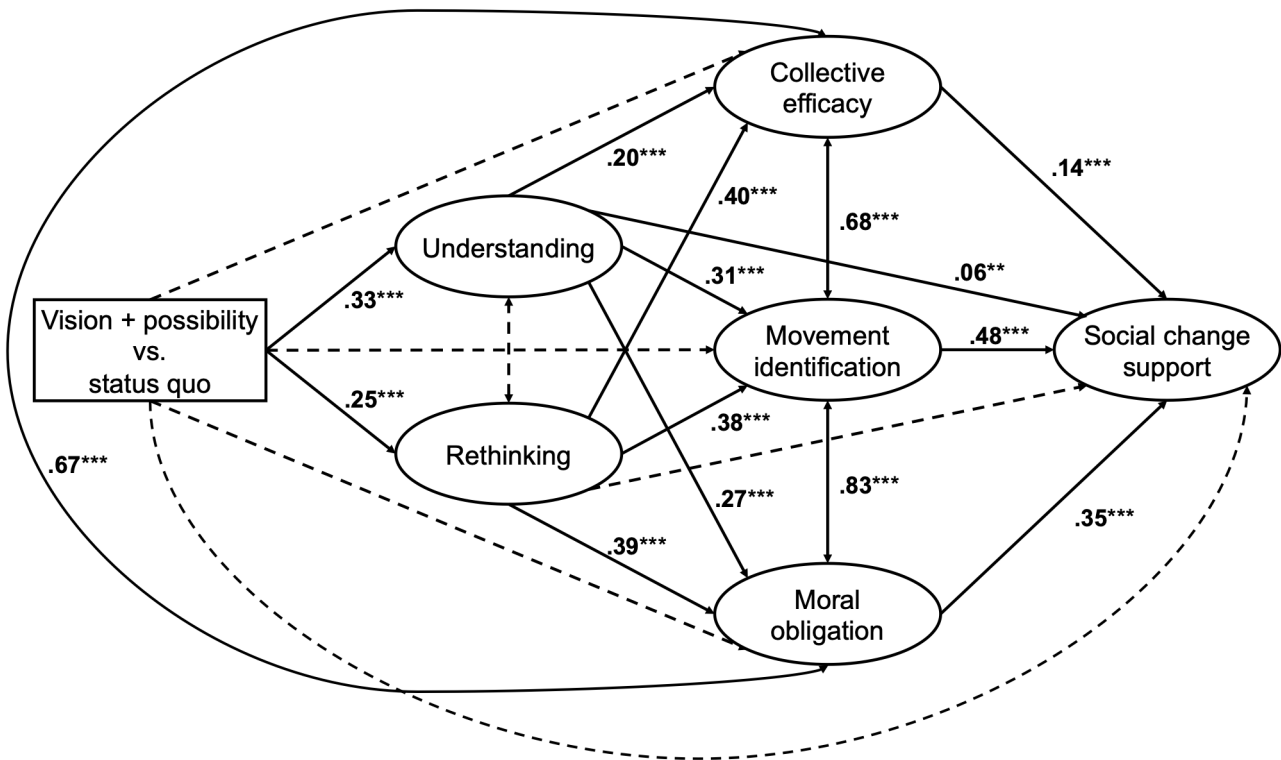


Figure 5 (identical to Figure 4 in the main text) | Mediation model including all outcome variables from the V2A framework. Structural equation model with latent outcome variables, contrasting the societal vision with focus on possibility to the status quo reflection condition ($n = 1238$; incl. policy support). Social change support is modelled as a composite latent variable, based on the mean scores of collective action intentions and policy support. Displayed regression coefficients are standardized for non-exogenous (outcome) variables (b^*). For ease of display, indicators, residuals, variances, and intercepts as well as regression coefficients of non-significant paths are omitted.

Table 22 | Model fit indices [Figure 5].

Condition effect	Fit indices				
	χ^2 (df)	RMSEA (90% CI)	CFI	TLI	SRMR
Vision + possibility vs. status quo	127.73 (66)	0.03 (0.02, 0.04)	1.00	0.99	0.01

Table 23 | Indirect effects [Figure 5].

Condition effect	Indirect effect	b	SE	95% CI	p	b^*
Vision + possibility vs. status quo	Via understanding → collective efficacy	0.01	0.00	[0.007, 0.02]	0.002	0.01
	Via understanding → moral obligation	0.04	0.01	[0.03, 0.07]	< .001	0.03
	Via understanding → movement identification	0.07	0.02	[0.04, 0.11]	< .001	0.05
	Via rethinking → collective efficacy	0.02	0.01	[0.009, 0.04]	0.002	0.01
	Via rethinking → moral obligation	0.05	0.01	[0.03, 0.08]	< .001	0.03
	Via rethinking → movement identification	0.07	0.02	[0.04, 0.10]	< .001	0.05

Table 24 | Regression and correlation results [Figure 5].

Condition effect	Path	<i>b</i>	<i>SE</i>	95% CI	<i>p</i>	<i>b*</i>
Vision + possibility vs. status quo	Condition → Understanding	0.46	0.08	[0.31, 0.62]	< .001	0.33
	Condition → Rethinking	0.46	0.10	[0.25, 0.66]	< .001	0.25
	Condition → Collective efficacy	0.06	0.09	[-0.12, 0.24]	0.497	0.04
	Condition → Moral obligation	-0.05	0.09	[-0.23, 0.14]	0.613	-0.03
	Condition → Movement identification	0.07	0.09	[-0.11, 0.25]	0.437	0.04
	Condition → Social change support	0.00	0.05	[-0.09, 0.09]	0.995	0.00
	Understanding → Collective efficacy	0.25	0.03	[0.18, 0.32]	< .001	0.20
	Understanding → Moral obligation	0.35	0.03	[0.29, 0.42]	< .001	0.27
	Understanding → Movement identification	0.39	0.03	[0.33, 0.46]	< .001	0.31
	Understanding → Social change support	0.06	0.02	[0.02, 0.09]	0.002	0.06
	Rethinking → Collective efficacy	0.39	0.03	[0.33, 0.44]	< .001	0.40
	Rethinking → Moral obligation	0.39	0.03	[0.34, 0.45]	< .001	0.39
	Rethinking → Movement identification	0.37	0.03	[0.32, 0.43]	< .001	0.38
	Rethinking → Social change support	0.00	0.02	[-0.03, 0.04]	0.749	0.01
	Collective efficacy → Social change support	0.11	0.03	[0.06, 0.16]	< .001	0.14
	Moral obligation → Social change support	0.27	0.04	[0.20, 0.34]	< .001	0.35
	Movement identification → Social change support	0.39	0.04	[0.31, 0.46]	< .001	0.48
	Rethinking ↔ Understanding	0.13	0.07	[-0.01, 0.27]	0.078	0.05
	Collective efficacy ↔ Moral obligation	1.64	0.09	[1.47, 1.80]	< .001	0.67
	Collective efficacy ↔ Movement identification	1.59	0.08	[1.42, 1.75]	< .001	0.68
	Movement identification ↔ Moral obligation	1.98	0.09	[1.81, 2.15]	< .001	0.83

4.3 Moderation analyses

Here we report the full statistical results for the analyses involving measured moderators discussed in the “Boundary Conditions” subsection of the main text. Results are based on the full sample ($N = 3,264$; incl. policy support: $n = 2,552$) and the weighted compliance sample ($N = 2,632$; incl. policy support: $n = 1,962$).

Moderation analyses followed a two-step procedure. First, we tested the overall interaction effect across all outcome variables using a mixed-effects model. This model included condition, the moderator variable, and their interaction as fixed effects, with participant, study, and outcome variable type specified as random effects. In the second step, we examined each outcome variable separately using robust linear regression (as described in Section 4.1.2 for the pairwise comparisons), with heteroskedasticity-consistent standard errors (HC3 estimator) and a dummy-coded study covariate.

4.3.1 Desirability

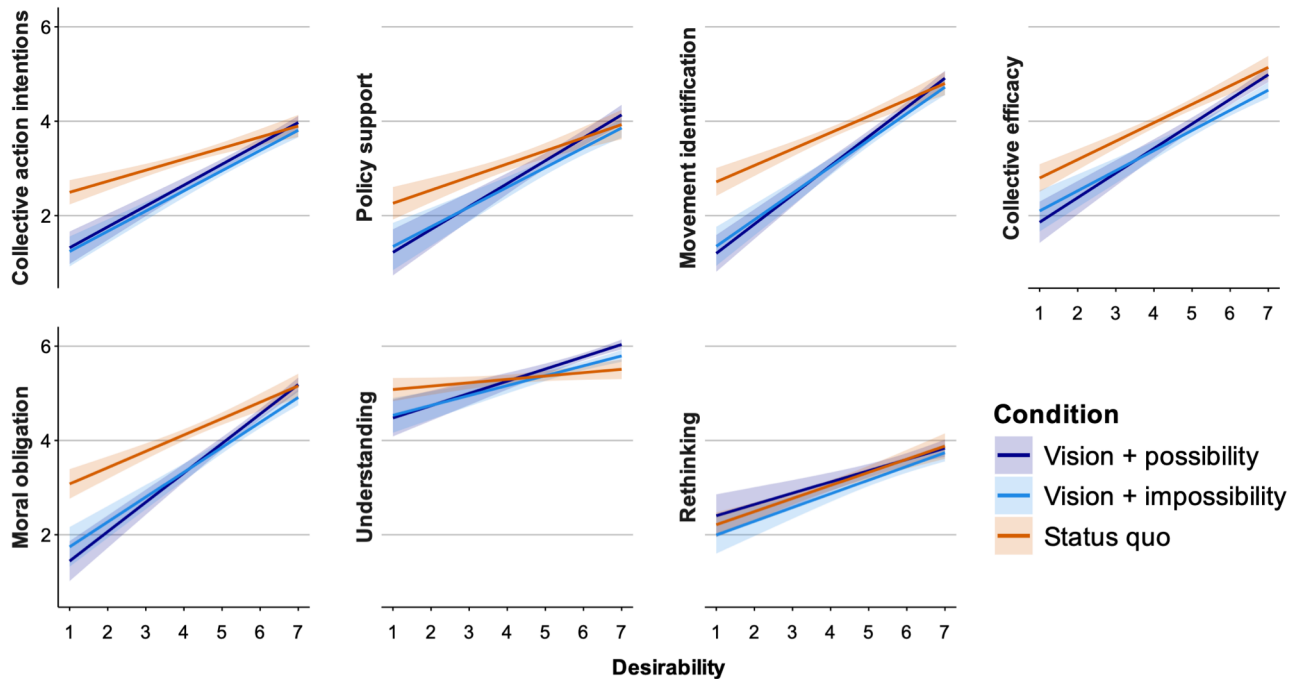


Figure 6 | Panel of interaction plots of desirability predicting outcomes by condition. Associations between desirability ratings of the engaged-with society and motivational outcomes across experimental conditions (societal vision with focus on possibility and impossibility, as well as status quo reflection; $n = 2,364$; incl. policy support: $n = 1,238$). Shading represents 95% confidence intervals.

Table 25 | Average fixed effects across all outcome variables (mixed model) [Figure 6].

Effect	<i>b</i>	<i>SE</i>	CI	<i>t</i> (<i>df</i>)	<i>p</i>	<i>b</i> *
(Intercept)	2.73	0.32	[2.09, 3.36]	8.41 (8)	< .001	
Vision + impossibility vs. status quo	-1.04	0.21	[-1.46, -0.62]	-4.90 (2358)	< .001	-0.19
Vision + possibility vs. status quo	-1.15	0.23	[-1.59, -0.71]	-5.10 (2360)	< .001	-0.11
Desirability (ref. status quo condition)	0.27	0.03	[0.22, 0.32]	10.14 (2362)	< .001	0.24
Vision + impossibility vs. status quo x desirability	0.13	0.04	[0.05, 0.21]	3.31 (2359)	< .001	0.12
Vision + possibility vs. status quo x desirability	0.18	0.04	[0.10, 0.26]	4.33 (2361)	< .001	0.16

Table 26 | Separate interaction effects of condition x desirability across contrasts [Figure 6].

Outcome Variable	Contrast	<i>b</i>	<i>SE</i>	CI	<i>t</i> (<i>df</i>)	<i>p</i>	<i>b</i> *
	Vision + impossibility vs. status quo	0.19	0.05	[0.09, 0.30]	3.77 (2357)	< .001	0.20

Outcome Variable	Contrast	<i>b</i>	<i>SE</i>	CI	<i>t</i> (<i>df</i>)	<i>p</i>	<i>b</i> *
Collective action intentions	Vision + possibility vs. status quo	0.21	0.05	[0.11, 0.31]	3.98 (2357)	< .001	0.21
Policy support	Vision + impossibility vs. status quo	0.14	0.07	[-0.002, 0.28]	1.93 (1868)	0.054	0.12
	Vision + possibility vs. status quo	0.21	0.07	[0.07, 0.35]	2.89 (1868)	0.004	0.18
Movement identification	Vision + impossibility vs. status quo	0.21	0.06	[0.10, 0.33]	3.53 (2357)	< .001	0.19
	Vision + possibility vs. status quo	0.27	0.06	[0.16, 0.39]	4.64 (2357)	< .001	0.24
Collective efficacy	Vision + impossibility vs. status quo	0.04	0.06	[-0.09, 0.16]	0.58 (2357)	0.562	0.03
	Vision + possibility vs. status quo	0.13	0.06	[0.01, 0.25]	2.13 (2357)	0.033	0.12
Moral obligation	Vision + impossibility vs. status quo	0.18	0.06	[0.06, 0.30]	2.91 (2357)	0.004	0.16
	Vision + possibility vs. status quo	0.28	0.06	[0.16, 0.40]	4.50 (2357)	< .001	0.25
Understanding	Vision + impossibility vs. status quo	0.14	0.05	[0.04, 0.24]	2.71 (2357)	0.007	0.16
	Vision + possibility vs. status quo	0.19	0.05	[0.09, 0.29]	3.63 (2357)	< .001	0.22
Rethinking	Vision + impossibility vs. status quo	0.01	0.06	[-0.10, 0.13]	0.22 (2357)	0.826	0.01
	Vision + possibility vs. status quo	-0.04	0.06	[-0.16, 0.08]	-0.62 (2357)	0.535	-0.03

Table 27 | Separate simple slope analyses [Figure 6]: Effect of desirability within experimental conditions.

Outcome variable	Condition	<i>b</i>	<i>SE</i>	CI	<i>t</i> (<i>df</i>)	<i>p</i>	<i>b</i> *
Collective action intentions	Vision + possibility	0.44	0.04	[0.37, 0.51]	12.29 (2357)	< .001	0.46
	Vision + impossibility	0.43	0.03	[0.36, 0.50]	12.29 (2357)	< .001	0.44
	Status quo	0.23	0.04	[0.16, 0.31]	6.18 (2357)	< .001	0.24
Policy support	Vision + possibility	0.49	0.05	[0.38, 0.59]	9.38 (1868)	< .001	0.43
	Vision + impossibility	0.42	0.05	[0.31, 0.52]	7.85 (1868)	< .001	0.37
	Status quo	0.28	0.05	[0.18, 0.38]	5.57 (1868)	< .001	0.24
Movement identification	Vision + possibility	0.62	0.04	[0.54, 0.70]	15.20 (2357)	< .001	0.55
	Vision + impossibility	0.56	0.04	[0.48, 0.65]	12.79 (2357)	< .001	0.50
	Status quo	0.35	0.04	[0.27, 0.43]	8.30 (2357)	< .001	0.31
Collective Efficacy	Vision + possibility	0.52	0.05	[0.43, 0.61]	11.57 (2357)	< .001	0.48
	Vision + impossibility	0.43	0.05	[0.34, 0.52]	9.32 (2357)	< .001	0.39
	Status quo	0.39	0.04	[0.31, 0.47]	9.44 (2357)	< .001	0.36
Moral obligation	Vision + possibility	0.62	0.04	[0.54, 0.71]	14.51 (2357)	< .001	0.56
	Vision + impossibility	0.53	0.04	[0.44, 0.62]	11.95 (2357)	< .001	0.47
	Status quo	0.35	0.04	[0.26, 0.43]	7.84 (2357)	< .001	0.31
Understanding	Vision + possibility	0.26	0.04	[0.18, 0.33]	6.80 (2357)	< .001	0.31
	Vision + impossibility	0.21	0.04	[0.14, 0.28]	5.61 (2357)	< .001	0.25
	Status quo	0.07	0.03	[0.003, 0.14]	2.06 (2357)	0.039	0.09
Rethinking	Vision + possibility	0.24	0.05	[0.15, 0.33]	5.03 (2357)	< .001	0.21
	Vision + impossibility	0.29	0.04	[0.21, 0.38]	6.74 (2357)	< .001	0.26
	Status quo	0.28	0.04	[0.20, 0.36]	6.85 (2357)	< .001	0.25

4.3.2 Political orientation

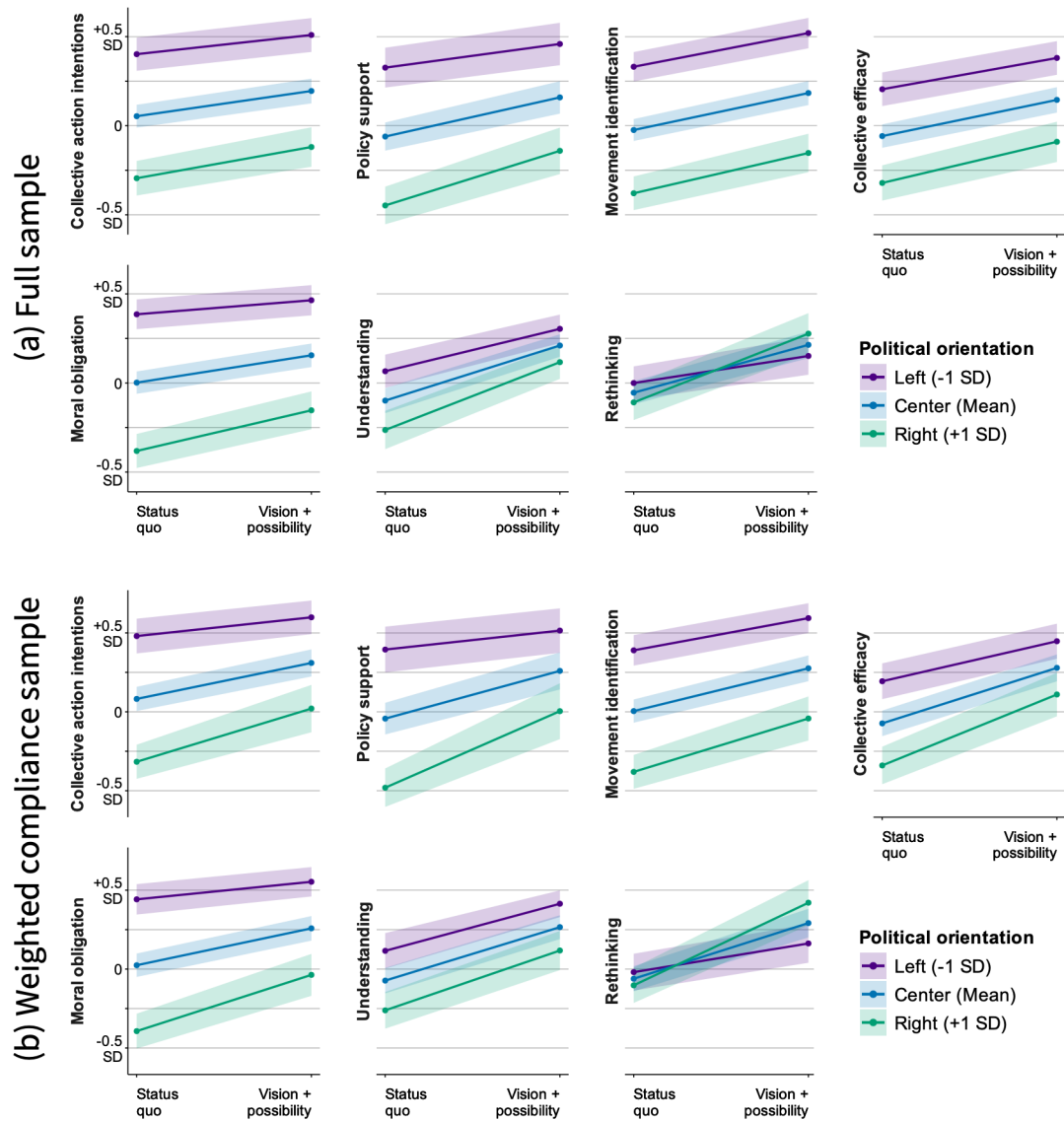


Figure 7 (part [a] is identical to Figure 4 in the main text) | Panels of interaction effects for moderation analyses. Comparison of the societal vision condition focused on possibility versus the status quo reflection, moderated by political orientation for the (a) full sample ($n = 1,585$, incl. policy support $n = 1,238$) and (b) weighted compliance sample ($n = 1,196$, incl. policy support $n = 872$). Shading represents 95% confidence intervals. See Supplementary Information for full statistical results.

Table 28 | Full sample: Average fixed effects across all outcome variables (mixed model) [Figure 7a].

Effect	<i>b</i>	<i>SE</i>	CI	<i>t</i> (df)	<i>p</i>	<i>b</i> *
(Intercept)	5.22	0.33	[4.57, 5.86]	15.89 (9)	< .001	
Condition: Vision + possibility vs. status quo	0.06	0.18	[-0.30, 0.43]	0.35 (1582)	.726	0.19
Moderator: Political orientation	-0.24	0.02	[-0.28, -0.20]	-11.32 (1581)	< .001	-0.25
Interaction: Condition x moderator	0.05	0.03	[-0.01, 0.11]	1.7 (1581)	.089	0.06

Effect	<i>b</i>	<i>SE</i>	CI	<i>t</i> (df)	<i>p</i>	<i>b</i> *
(Intercept)	2.73	0.32	[2.09, 3.36]	8.41 (8)	< .001	
Condition: Vision + impossibility vs. status quo	-1.04	0.21	[-1.46, -0.62]	-4.90 (2358)	< .001	-0.19
Condition: Vision + possibility vs. status quo	-1.15	0.23	[-1.59, -0.71]	-5.10 (2360)	< .001	-0.11
Moderator: Desirability (ref. status quo condition)	0.27	0.03	[0.22, 0.32]	10.14 (2362)	< .001	0.24
Interaction: Vision + impossibility x desirability	0.13	0.04	[0.05, 0.21]	3.31 (2359)	< .001	0.12
Interaction: Vision + possibility x desirability	0.18	0.04	[0.10, 0.26]	4.33 (2361)	< .001	0.16

Table 29 | Weighted compliance sample: Average fixed effects across all outcome variables (mixed model) [Figure 7b].

Effect	<i>b</i>	<i>SE</i>	CI	<i>t</i> (df)	<i>p</i>	<i>b</i> *
(Intercept)	5.38	0.32	[4.76, 6.01]	16.8 (9)	< .001	
Condition: Vision + possibility vs. status quo	-0.03	0.19	[-0.41, 0.35]	-0.13 (1145)	.893	0.28
Moderator: Political orientation	-0.26	0.02	[-0.30, -0.21]	-11.7 (1258)	< .001	-0.28
Interaction: Condition x moderator	0.10	0.03	[0.03, 0.16]	2.88 (1157)	.004	0.10

**Table 30 | Full sample: Separate interaction effects [Figure 7a]:
Vision + possibility vs. status quo x political orientation.**

Outcome Variable	<i>b</i>	<i>SE</i>	CI	<i>t</i> (df)	<i>p</i>	<i>b</i> *
Collective action intentions	0.03	0.04	[-0.05, 0.11]	0.64 (1580)	.523	0.03
Policy support	0.08	0.05	[-0.02, 0.18]	1.50 (1233)	.133	0.09
Movement identification	0.02	0.04	[-0.07, 0.10]	0.38 (1580)	.701	0.02
Collective efficacy	0.02	0.05	[-0.07, 0.11]	0.52 (1580)	.602	0.03
Moral obligation	0.07	0.04	[-0.02, 0.16]	1.55 (1580)	.122	0.07
Understanding	0.05	0.03	[-0.02, 0.11]	1.49 (1580)	.136	0.07
Rethinking	0.10	0.05	[0.01, 0.20]	2.12 (1580)	.034	0.12

**Table 31 | Weighted compliance sample: Separate interaction effects [Figure 7b]:
Vision + possibility vs. status quo x political orientation.**

Outcome Variable	<i>b</i>	<i>SE</i>	CI	<i>t</i> (df)	<i>p</i>	<i>b</i> *
Collective action intentions	0.08	0.05	[-0.01, 0.18]	1.72 (1191)	0.086	0.11
Policy support	0.17	0.06	[0.04, 0.29]	2.56 (867)	0.011	0.18
Movement identification	0.06	0.05	[-0.04, 0.16]	1.17 (1191)	0.240	0.07
Collective efficacy	0.08	0.05	[-0.02, 0.19]	1.55 (1191)	0.122	0.10
Moral obligation	0.11	0.05	[0.01, 0.21]	2.17 (1191)	0.031	0.12
Understanding	0.03	0.04	[-0.05, 0.10]	0.72 (1191)	0.471	0.04
Rethinking	0.15	0.06	[0.04, 0.26]	2.63 (1191)	0.009	0.17

Table 32 | Full Sample: Separate simple slope analyses [Figure 7a]: Effect of vision + possibility vs. status quo at left, centrist and right political orientation

Outcome variable	Political orientation		<i>b</i>	<i>SE</i>	<i>CI</i>	<i>t(df)</i>	<i>p</i>	<i>b*</i>
	Left: -1 SD	Center: Mean Right: +1 SD						
Collective action intentions	Left		0.17	0.11	[-0.04, 0.37]	1.59 (1580)	.112	0.11
	Center		0.22	0.07	[0.07, 0.37]	2.94 (1580)	.003	0.14
	Right		0.27	0.12	[0.04, 0.50]	2.34 (1580)	.020	0.18
Policy support	Left		0.24	0.14	[-0.04, 0.53]	1.69 (1233)	.091	0.13
	Center		0.40	0.10	[0.21, 0.60]	4.04 (1233)	< .001	0.22
	Right		0.56	0.15	[0.27, 0.85]	3.83 (1233)	< .001	0.31
Movement identification	Left		0.34	0.11	[0.13, 0.56]	3.13 (1580)	.002	0.19
	Center		0.38	0.08	[0.21, 0.54]	4.46 (1580)	< .001	0.21
	Right		0.41	0.13	[0.15, 0.67]	3.10 (1580)	.002	0.23
Collective Efficacy	Left		0.31	0.12	[0.07, 0.54]	2.59 (1580)	.010	0.18
	Center		0.35	0.09	[0.18, 0.52]	4.11 (1580)	< .001	0.20
	Right		0.40	0.13	[0.14, 0.66]	3.01 (1580)	.003	0.23
Moral obligation	Left		0.15	0.11	[-0.07, 0.36]	1.30 (1580)	.193	0.08
	Center		0.28	0.09	[0.12, 0.45]	3.31 (1580)	< .001	0.15
	Right		0.42	0.13	[0.16, 0.68]	3.14 (1580)	.002	0.23
Understanding	Left		0.33	0.09	[0.16, 0.50]	3.81 (1580)	< .001	0.24
	Center		0.43	0.07	[0.30, 0.56]	6.44 (1580)	< .001	0.31
	Right		0.52	0.10	[0.33, 0.72]	5.24 (1580)	< .001	0.38
Rethinking	Left		0.27	0.13	[0.02, 0.52]	2.12 (1580)	.034	0.15
	Center		0.48	0.09	[0.30, 0.66]	5.33 (1580)	< .001	0.27
	Right		0.69	0.14	[0.42, 0.96]	4.97 (1580)	< .001	0.39

Table 33 | Weighted compliance sample: Separate simple slope analyses [Figure 7b]: Effect of vision + possibility vs. status quo at left, centrist and right political orientation

Outcome variable	Political orientation		<i>b</i>	<i>SE</i>	<i>CI</i>	<i>t(df)</i>	<i>p</i>	<i>b*</i>
	Left: -1 SD	Center: Mean Right: +1 SD						
Collective action intentions	Left		0.18	0.12	[-0.05, 0.42]	1.52 (1191)	0.128	0.12
	Center		0.35	0.09	[0.17, 0.52]	3.89 (1191)	< .001	0.23
	Right		0.52	0.14	[0.23, 0.80]	3.58 (1191)	< .001	0.34
Policy support	Left		0.22	0.17	[-0.12, 0.55]	1.26 (867)	0.208	0.12
	Center		0.55	0.13	[0.30, 0.79]	4.36 (867)	< .001	0.30
	Right		0.88	0.19	[0.51, 1.24]	4.68 (867)	< .001	0.48
Movement identification	Left		0.36	0.12	[0.12, 0.60]	2.96 (1191)	0.003	0.20
	Center		0.48	0.10	[0.29, 0.68]	4.85 (1191)	< .001	0.27
	Right		0.60	0.16	[0.29, 0.92]	3.77 (1191)	< .001	0.34
Collective Efficacy	Left		0.42	0.13	[0.16, 0.69]	3.15 (1191)	0.002	0.25
	Center		0.59	0.10	[0.39, 0.78]	5.89 (1191)	< .001	0.35
	Right		0.75	0.16	[0.45, 1.06]	4.84 (1191)	< .001	0.45
Moral obligation	Left		0.20	0.12	[-0.04, 0.44]	1.63 (1191)	0.104	0.11
	Center		0.42	0.10	[0.23, 0.61]	4.27 (1191)	< .001	0.23
	Right		0.64	0.16	[0.33, 0.95]	4.05 (1191)	< .001	0.36
Understanding	Left		0.41	0.10	[0.22, 0.60]	4.18 (1191)	< .001	0.30
	Center		0.46	0.08	[0.31, 0.61]	6.04 (1191)	< .001	0.34
	Right		0.52	0.12	[0.29, 0.75]	4.39 (1191)	< .001	0.38
Rethinking	Left		0.32	0.15	[0.02, 0.62]	2.10 (1191)	0.036	0.18
	Center		0.62	0.11	[0.41, 0.83]	5.74 (1191)	< .001	0.35
	Right		0.92	0.16	[0.60, 1.23]	5.68 (1191)	< .001	0.52

4.3.3 Ease of possibility reasoning

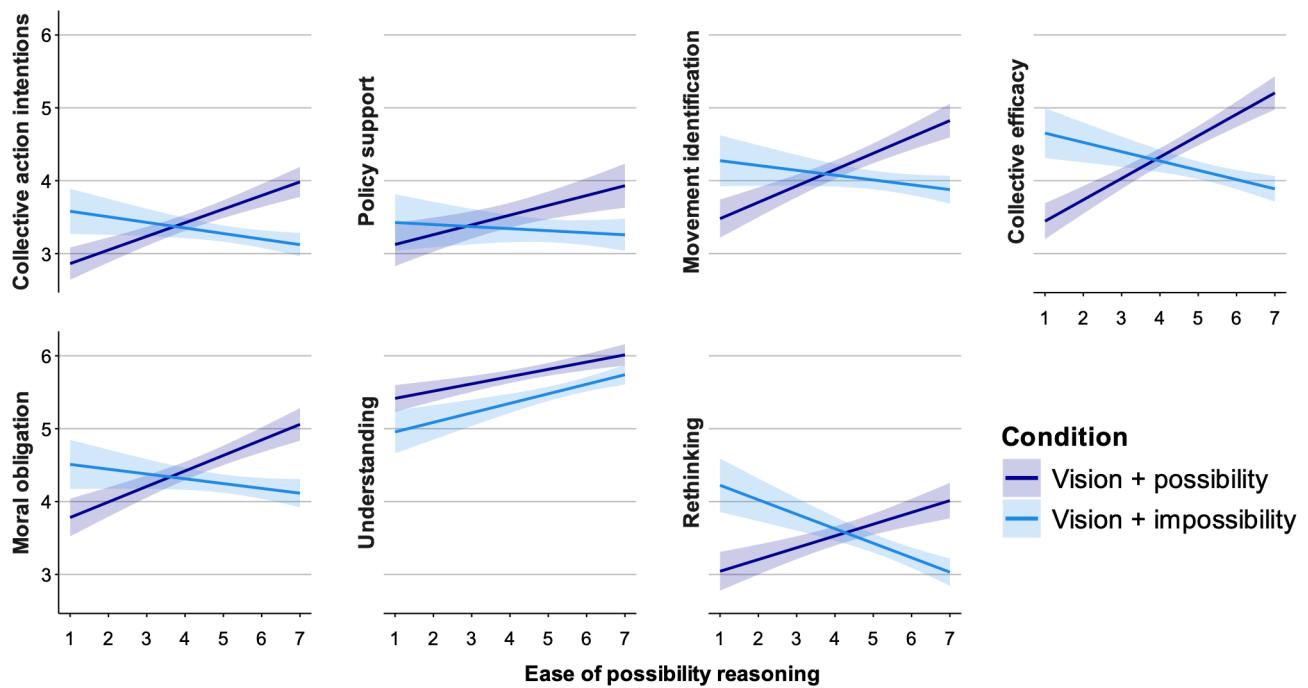


Figure 8 | Panel of interaction plots of ease of possibility reasoning predicting outcomes by condition. Associations between self-reported ease of generating arguments either for (possibility condition) or against (impossibility condition) the viability of the envisioned society and motivational outcomes ($n = 1,534$, incl. policy support: $n = 1,219$). Shading represents 95% confidence intervals.

Table 34 | Average fixed effects across all outcome variables (mixed model) [Figure 8].

Effect	<i>b</i>	<i>SE</i>	CI	<i>t</i> (<i>df</i>)	<i>p</i>	<i>b</i> *
(Intercept)	4.32	0.34	[3.66, 4.98]	12.8 (10)	< .001	
Vision + possibility vs. impossibility	-0.90	0.19	[-1.26, -0.53]	-4.84 (1529)	< .001	0.16
Ease of possibility reasoning (ref. impossibility)	-0.06	0.03	[-0.12, -0.01]	-2.34 (1528)	0.019	-0.06
Possibility vs. impossibility x ease of possibility reasoning	0.25	0.04	[0.18, 0.32]	7.04 (1528)	< .001	0.26

Table 35 | Separate interaction effects of vision + possibility vs. impossibility x ease of possibility reasoning [Figure 8].

Outcome Variable	<i>b</i>	<i>SE</i>	CI	<i>t</i> (<i>df</i>)	<i>p</i>	<i>b</i> *
Collective action intentions	0.26	0.05	[0.17, 0.35]	5.65 (1529)	< .001	0.32
Policy support	0.16	0.06	[0.04, 0.28]	2.70 (1214)	0.007	0.17
Movement identification	0.29	0.05	[0.19, 0.40]	5.42 (1529)	< .001	0.30
Collective efficacy	0.42	0.05	[0.32, 0.52]	8.13 (1529)	< .001	0.46
Moral obligation	0.28	0.05	[0.18, 0.38]	5.30 (1529)	< .001	0.29
Understanding	-0.03	0.04	[-0.11, 0.05]	-0.78 (1529)	0.434	-0.04
Rethinking	0.36	0.06	[0.25, 0.47]	6.51 (1529)	< .001	0.38

Table 36 | Separate simple slope analyses [Figure 8]: Effect of ease of possibility reasoning within experimental conditions.

Outcome variable	Condition	<i>b</i>	<i>SE</i>	CI	<i>t(df)</i>	<i>p</i>	<i>b*</i>
Collective action intentions	Impossibility	-0.14	0.07	[-0.27, -0.02]	-2.21 (1529)	0.027	-0.09
	Possibility	0.35	0.06	[0.24, 0.47]	5.98 (1529)	< .001	0.23
Policy support	Impossibility	-0.05	0.08	[-0.21, 0.11]	-0.65 (1214)	0.516	-0.03
	Possibility	0.25	0.08	[0.10, 0.41]	3.21 (1214)	0.001	0.14
Movement identification	Impossibility	-0.13	0.08	[-0.27, 0.02]	-1.66 (1529)	0.097	-0.07
	Possibility	0.43	0.07	[0.29, 0.56]	6.24 (1529)	< .001	0.23
Collective Efficacy	Impossibility	-0.24	0.07	[-0.38, -0.10]	-3.32 (1529)	< .001	-0.14
	Possibility	0.56	0.07	[0.43, 0.69]	8.44 (1529)	< .001	0.32
Moral obligation	Impossibility	-0.12	0.07	[-0.27, 0.02]	-1.69 (1529)	0.092	-0.07
	Possibility	0.40	0.07	[0.27, 0.54]	6.04 (1529)	< .001	0.22
Understanding	Impossibility	0.25	0.06	[0.13, 0.37]	4.1 (1529)	< .001	0.18
	Possibility	0.19	0.05	[0.10, 0.28]	4.18 (1529)	< .001	0.14
Rethinking	Impossibility	-0.38	0.08	[-0.53, -0.22]	-4.85 (1529)	< .001	-0.21
	Possibility	0.31	0.07	[0.17, 0.45]	4.34 (1529)	< .001	0.17

5 PREREGISTRATION

In contrast to our preregistration, the main text focuses on the pooled dataset, which combines three independently conducted studies with identical experimental designs. Pooling the data enabled us to examine small to moderate condition effects (i.e., pairwise comparisons across experimental conditions) and, crucially, to test potential moderators of these effects. Moderation analyses – particularly those testing ordinal interactions – are often severely underpowered (Lakens & Caldwell, 2021), and thus benefit from increased sample size. While the pooling of data across studies was preregistered in advance of Study 3, each study was preregistered separately [anonymous view-only links for review]:

Study 1: https://osf.io/z6942/?view_only=d1e01c1a1ab143c9a596441436db6b63

Study 2: https://osf.io/ms9kd/?view_only=c4f356bc69f24b7d943cedb3b1ad0c83

Study 3: https://osf.io/9tjfv/?view_only=200b8c0751c54a9b8dde94054072b996

To improve clarity and coherence in the main text, we reported findings independently of the preregistered structure. We also revised the wording of hypotheses and variable labels without altering their conceptual integrity. Furthermore, to keep the manuscript's volume and complexity manageable, we omitted several preregistered hypotheses entirely. Below, we describe these hypotheses and indicate whether they were supported or not, however, additional statistical results are not reported here.

Omitted hypotheses including societal cognitive alternatives

Although we preregistered effects on societal cognitive alternatives, we chose to report these results only in this supplement rather than the main text. This decision reflects that the measure was primarily intended as a proxy for the accessibility of societal alternatives. Accordingly, within the V2A framework tested in the main text, societal cognitive alternatives served as a manipulation check rather than an outcome variable. The findings on cognitive alternatives were broadly consistent with our preregistered hypotheses, though the observed effects were relatively small (for potential explanations, see Section 4.1 on manipulation checks)

For all three studies, we preregistered the hypothesis that engaging with the societal vision focusing on possibility (vs. control or status quo) increases societal cognitive alternatives. This hypothesis was confirmed in all three studies for the contrast with the control condition. For the comparison with the status quo reflection, we found the expected significant effect in Study 1, but only directionally consistent non-significant differences in Studies 2 and 3. In the pooled sample, the effect reached conventional levels of statistical significance (see Table 13).

In Study 1 and 2, we preregistered that the effect of engaging with the societal vision focusing on possibility (vs. control) on collective efficacy, personal moral norm, social movement identification and collective action intentions is mediated by societal cognitive alternatives. This mediation model was confirmed in Study 1 and partially in Study 2. Analyses in the pooled sample showed significant indirect effects for all hypothesized paths (results are not reported here).

In Study 2 and 3, we preregistered that the induced focus on possibility (vs. impossibility) increases societal cognitive alternatives. We found the expected significant effect in Study 1 and 2, but only a directionally consistent non-significant difference in Study 3. In the pooled sample, the effect reached conventional levels of statistical significance (see Table 13).

Omitted hypotheses preregistered exclusively for Study 2

In Study 2, we preregistered several hypotheses that were not included in the preregistrations of Studies 1 or 3 and were therefore not reported in the main results.

First, we preregistered that the effect of engaging with the societal vision focused on possibility (vs. control) on collective action intentions would be mediated by social movement identification. We further hypothesized that adding social movement identification to the mediation model from Study 1 including collective efficacy and personal moral norm would reduce the strength of collective

efficacy as a mediator. Both hypotheses were confirmed. However, for reasons of parsimony and comparability across studies, we focus on the simpler mediation model preregistered for all three studies reported in the main results (see Section 4.2.1).

Second, we preregistered that engaging with the societal vision focusing on possibility (vs. control) increases moral convictions. In line with our theorizing, we hypothesized that reflecting on the status quo (vs. control) also increases moral convictions. Both hypotheses were confirmed. However, we chose to drop moral convictions after Study 2 due to their conceptual overlap with moral obligation (referred to as *moral norm* in the original preregistrations).

Third, we preregistered that the induced focus on possibility (vs. impossibility) of the societal vision increases hope for the future. We found the expected effect in Study 1 but only non-significant trend in Study 2. The pooled effect across both studies was significant. The variable *hope for the future* was dropped after Study 2; instead, hope was operationalized differently in Study 3.

Fourth, we preregistered that the effect of engaging with the societal vision focusing on collective efficacy and hope for the future (vs. control or status quo) is moderated by concreteness of participants imaginations and thoughts during the task. For collective efficacy, we found the expected moderation pattern and significant interaction effects in the pooled sample for both contrasts. For hope, results were mixed: the expected interaction emerged in Study 1, but not in Study 2.

6 REFERENCES

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