Intervention protocols

Screen-by-screen content of the four conditions, as delivered in REDCap

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About this document

This document reproduces the student-facing content of all four conditions as delivered in the trial's REDCap project (Year 9 session, Term 3 2025), taken from the project's final data dictionary. Item codes are the REDCap variable names. Video titles and links are given for reference; the videos belong to their creators and are not redistributed here. Wording is reproduced as delivered, including minor typographical errors and duplicated menu options.

Session flow (all conditions)

1. Log in to REDCap; condition pages load according to allocation.
2. Chatbot ID shown; student enters it in the chatbot widget.
3. Condition content (sections below), about 35 minutes.
4. Manipulation checks (2 items).
5. SEVT motivation survey, T2 (Document 05).

Common screen: chatbot

"This is your user ID for the chatbot. Please enter it into the chatbot to be able to talk with it and ask it any questions you may have." [read-only numeric ID] — "The chatbot located at the bottom-right of your screen is here to help you and guide you through these activities. Please click the orange 💬 button to open it and feel free ask it any questions you may have about the activities." Role-modelling and combined conditions also asked: "Have you input your Chatbot ID yet?" (checkbox: I have input my above Chatbot ID). The chatbot ID was repeated on later screens.

1. Active control

Four TED-Ed videos on general-interest, non-STEM topics (history and art), each followed by three engagement items (12 in total). The condition matched the others in online delivery, use of videos, chatbot access and session time, without role-modelling, goal-setting or STEM-relevance content.

VIDEO 1 OF 4 · TED-ED (APPROX. 5 MIN)

Why did people wear powdered wigs? – Stephanie Honchell Smith | TED-Ed · youtube.com/watch?v=fl1i6RtM4o8

Code	Item	Response format
videng	Did you find the video engaging?	slider 0–100 (No … Yes)
attvid	Did you pay attention during the video?	Yes / No
focvid	Did you stay focused during the video?	slider 0–100 (No … Yes)

VIDEO 2 OF 4 · TED-ED (APPROX. 5 MIN)

What really happened to Oedipus? – Stephen Esposito | TED-Ed · youtube.com/watch?v=0a9Wuz7MvUE

Code	Item	Response format
easvid	Did you find the video easy to watch?	Yes / No
chalvid	Was the video challenging to understand?	slider 0–100 (No … Yes)
confvid	Did you feel confident watching this video?	Yes / No

VIDEO 3 OF 4 · TED-ED (APPROX. 5 MIN)

The tragedy of the one guy who was right about the Trojan Horse | TED-Ed · youtube.com/watch?v=_ZmTQIFA9fY

Code	Item	Response format
gtimvid	Was the video a good use of your time?	slider 0–100 (No … Yes)
mentvid	Did you have to put a lot of mental effort to understand the video?	Yes / No
thinvid	Did the video require a lot of thinking?	slider 0–100 (No … Yes)

VIDEO 4 OF 4 · TED-ED (APPROX. 5 MIN)

Why is "The Scream" screaming? – Noah Charney | TED-Ed · youtube.com/watch?v=teJAmgiMVIo

Code	Item	Response format
convid	Did you have to concentrate a lot to finish the video?	Yes / No
gmoodvid	Did the video put you in a good mood?	Yes / No
strovid	Did you feel strongly about the video?	slider 0–100 (No … Yes)

2. Goal setting only

Part 1 · GS Intervention Part A

INTRODUCTION

Today we will be talking about STEM. Do you know what STEM is and what it stands for? STEM is an approach to learning and development that integrates the areas of science, technology, engineering, and mathematics. Through STEM, you can develop key skills including: problem solving · creativity · critical analysis · teamwork · independent thinking · initiative · communication · digital literacy. Do you know why is STEM important? Advances in technology are changing the way we learn, connect, and interact every day. Skills developed through STEM provide us with the ability to manage these changes. Currently, 75 per cent of jobs require workers with STEM skills. To be competitive, the Australian workforce needs people who can adapt to a changing workplace. STEM empowers individuals with the skills to succeed and adapt to this changing world. Do you know what subjects you can study in STEM at your school? Here are some STEM subjects… Physics · Chemistry · Biology · Advanced Mathematics · Foundation Mathematics · General Mathematics · Specialist Mathematics · Technology · Design and Technology · Even more depending on your school!

VIDEO 1

"Let's look at this video which tells us why STEM is important." **STEM – What is it and why is it important?** · youtu.be/fH5iLx_jCUk

VIDEO 2

"Have you made goals before in your STEM subjects? We will soon make some specific goals (SMART goals) together to help you with your STEM subjects. Lets watch this video which explains how to make SMART goals." **Venture Guide: S.M.A.R.T. Goals** · youtu.be/3y0Jja52B2o

WORKED EXAMPLE AND VIDEO 3

“Let me show you an example of a SMART goal for Science...” GOAL: I will become more confident in class by asking the teacher for help when I don’t understand a question or concept. I will seek help once a week and note this in my diary. I hope to become more confident in this subject. **Specific:** I will ask my teacher for help when I don’t understand a question or concept in science. **Measurable:** I will seek help from my teacher at least once a week when I encounter a difficult problem or concept and measure this in my diary. I will send emails or ask in person the questions of the teacher. **Achievable:** I will make a list of the questions I have so that I am prepared when talking with the teacher. **Relevant:** By asking for help, I will have a better understanding of the topics in science. **Time-bound:** I will start this during Term 1 and check at the end of the term. “Please watch this video that talks a little bit more about making goals.” **Setting Goals: How to Achieve Your Dreams | BrainPOP** · youtu.be/VbO4pkuHa_Q

Part 2 · GS Part A (chatbot screen as above, with “...or the videos you’ve seen here today”)

TASK VALUE, EFFORT, HELP-SEEKING AND PRIOR GOALS

“Please answer the following questions in relation to the STEM subjects you are studying now.”

Code	Item	Response format
gs1	How does STEM relate to your everyday life?	open text (task-value prompt)
gs2	Do you put a lot of effort into your current STEM subjects?	slider 0–100 (No ... Yes)
gs3	What happens when you don’t understand the information in your STEM subjects?	I ask for help from a friend / I ask a teacher to explain / I don’t do anything / I carry on
gs4	Have you ever made any goals in relation to helping you overcome some of the difficulties you face in STEM subjects?	Yes / No

SMART GOAL CONSTRUCTION

“We would like to know how you feel about studying STEM so we can support your learning better. There are no right or wrong answers. Now think about a goal that you could make to help you in your studies to make you more confident, to find use for STEM studies or to enjoy your STEM studies more. Feel free to ask the chatbot if you wish for any help during this exercise.” Each element was chosen from a menu, with “Other” opening a free-text box.

go_spec **Specific – What specific goal do you have?**

1. I will revise my STEM subject topics for 15 minutes per week.
2. I will review my STEM subject notes and make a summary sheet for each topic.
3. I will participate in a STEM activity this term.
4. I will explore how STEM helps solve real-world problems.
5. I will explore how STEM can benefit my life.
6. I will reduce my time spent on other activities during exam weeks to help with my STEM subjects.
7. I will break my study sessions on STEM subjects into short chunks with breaks.
8. I will talk to a teacher or friend if something feels too stressful in my STEM subjects.
9. Other (please specify)

go_meas **Measurable – How will you measure your goal?**

1. I will score at least 8/10 on each quiz in my STEM subjects.
2. I will test myself on 10 new key terms each week in my STEM subjects.
3. I will write one fact I learned each week in my STEM subjects.
4. I will write a short paragraph about how STEM subjects relate to my life.
5. I will list 3 ways STEM is used in real life.
6. I will set a timer for each study session and track it in my planner for my STEM subjects.
7. I will limit non-school activities during test weeks to help with my STEM subjects.
8. Other (please specify)

go_achi **Achievable – Will the goal be achievable right now?**

1. I can do 20 minutes of revision 3 times per week for my STEM subjects.
2. I can make a summary sheet after each lesson for my STEM subjects.
3. I can ask for help if I don't understand something in my STEM subjects.
4. I can try a new STEM activity once a week.
5. I can share what I learn in my STEM classes or with a friend.
6. I can find out what jobs I can do in STEM fields.
7. I can study a little each day for my STEM subjects and still have time for other things.
8. I can choose just one key STEM subject to focus on during busy weeks.
9. I can ask someone for help when I feel overwhelmed in my STEM subjects.
10. Other (please specify)

go_rele **Relevant – How will your goal be relevant?**

1. I want to feel more confident in my STEM subjects.
2. I want to understand and do better in my STEM subjects.
3. I want to enjoy my STEM subjects more.
4. I want to learn how STEM is useful in real jobs.
5. I'm thinking about a future career in a STEM field.
6. I want to understand why STEM matters in the world
7. Managing time and stress in my STEM subjects helps me stay healthy and learn better.
8. Other (please specify)

go_time **Time-bound – When will you achieve this goal by?**

1. I will do this each week for the next four weeks.
2. I will complete this by the end of the term.
3. I will do this by the end of two weeks.
4. I will start this next Monday and keep going for a month.
5. I will create a weekly plan that includes both schoolwork and downtime.
6. Other (please specify)

GOAL REVIEW

"Lets review your goal by answering these questions." ... "Lets reflect now on that goal you made and see if we need to rework it further."

Code	Item	Response format
gs6s	Is your goal specific enough?	slider 0–100 (No ... Yes)
gs6t	Have you added timeframes and/or outcomes?	Yes / No
gs6m	Do you know how to measure this goal?	Yes / No
gs6r	Do you think you can achieve this goal?	slider 0–100 (No ... Yes)
gs7_1	Are you willing to put in the effort required to achieve your goal?	slider 0–100 (No ... Yes)
gs7_2	Do you believe that your goal is realistic and achievable?	slider 0–100 (No ... Yes)

STRATEGY CHOICES

Code	Item	Response format
gs7_3	What will you do when you get distracted?	Put my phone away / Reconsider my goals / Reconsider my actions / Move away from the distraction / Don't do anything / Carry on

Code	Item	Response format
gs7_4	What will you do when the work gets difficult?	Ask help from a friend / Ask a teacher to explain / Don't do anything / Carry on

GOAL REWRITE WITH IF–THEN PLAN

"Lets revisit that goal you made before and now add in an additional column into the table to account for adjustments, reflections or accommodations in case you don't meet that goal. These are known as if-then plans. If I'm distracted by someone talking to me when I'm concentrating, then I'll ask them to stop. If I'm distracted by social media or my mobile phone when I'm concentrating, then I'll put it on a lock or put it in another room to stop me from being distracted. Can you add this to your goal from before?"

Code	Item	Response format
gs8s	Specific Goal:	open text, pre-filled with the menu choice
gs8m	Measure:	open text, pre-filled
gs8a	Action:	open text, pre-filled
gs8r	Realistic:	open text, pre-filled
gs8t	Timely:	open text, pre-filled
gs8it	If-then	open text

CLOSING ITEMS

"Now let's think again about your goal and answer these questions."

Code	Item	Response format
gs9_1	Have you thought about potential obstacles to studying STEM and have planned how to overcome them?	Yes / No
gs9_2	Are you open to adjusting your goal if necessary?	Yes / No
gs9_3	Are you confident in your ability to set and achieve this goal?	slider 0–100 (No … Yes)

3. Role modelling only

Five career-profile videos of women working in STEM, produced by the Australian Academy of Technological Sciences and Engineering (ATSE). After each video students answered four 4-point items, one for each expectancy-value construct (expectancy, intrinsic value, utility value, cost), with wording varied across videos and adapted from Gladstone et al. (2024).

INTRODUCTION

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depending on your school! Ask the chatbot any questions that you have about STEM subjects in general and your interest in completing a STEM subject in Year 11.

“Let’s look at some videos today. Please click watch the videos of people working in STEM and ask the chatbot any questions that you may have about anything in the videos, such as how they may have attained their jobs.”

VIDEO 1 OF 5 · ROLE MODEL

Emily de la Peña – Civil Engineer & Entrepreneur · youtu.be/G2lWKHZj0Ic (embedded, approx. 3 min)

Code	Construct	Item (4-point)	Response options
rmiv1a	Expectancy	How confident are you that you would succeed and perform well in this job?	Not confident at all / Not confident / Reasonably confident / Very confident
rmiv1b	Intrinsic value	How much would you personally enjoy and find this job interesting or fulfilling?	Not interesting at all / Not interesting / Somewhat interesting / Very interesting
rmiv1c	Utility value	How useful or valuable would this job be for achieving your future goals and career plans?	Not useful at all / Not very useful / Somewhat useful / Very useful
rmiv1d	Cost	How much effort, stress, or sacrifice do you think this job would require from you?	Very demanding / Somewhat demanding / Somewhat manageable / Very manageable

VIDEO 2 OF 5 · ROLE MODEL

Dr Cass Hunter – Quantitative Marine Scientist · youtu.be/2xdPm7dkHhY (embedded, approx. 3 min)

Code	Construct	Item (4-point)	Response options
rmiv2a	Expectancy	How likely is it that you would be successful if you pursued this career?	Very unlikely / Unlikely / Likely / Very likely
rmiv2b	Intrinsic value	How fun and engaging would this type of work be for you?	Not fun at all / Not very fun / Somewhat fun / Very fun
rmiv2c	Utility value	How much would this career help you get what you want out of life?	Not at all / Not very much / Somewhat / Very much
rmiv2d	Cost	How difficult would it be to succeed in this career?	Extremely difficult / Somewhat difficult / Not very difficult / Not difficult at all

VIDEO 3 OF 5 · ROLE MODEL

Belinda Grealy – Chemical Engineer & Area Business Manager · youtu.be/ClpGAbrTbHc (embedded, approx. 3 min)

Code	Construct	Item (4-point)	Response options
rmiv3a	Expectancy	How capable do you think you are of doing well in this type of work?	Not capable at all / Not very capable / Somewhat capable / Very capable
rmiv3b	Intrinsic value	How much would you look forward to doing this kind of work each day?	Not at all / Not very much / Somewhat / Very much
rmiv3c	Utility value	How important would this job be for reaching your long-term objectives?	Not important at all / Not very important / Somewhat important / Very important
rmiv3d	Cost	How much would pursuing this job interfere with other things you want to do?	Interfere a lot / Moderately interfere / Interfere a little / Not interfere at all

VIDEO 4 OF 5 · ROLE MODEL

Dr Jaclyn Brown – Mathematician & Digital Agriculture Research · youtu.be/2c3QKSLC2hA (embedded, approx. 3 min)

Code	Construct	Item (4-point)	Response options
rmiv4a	Expectancy	If you tried to work in this field, how well do you expect you would perform?	Very poorly / Poorly / Well / Very well
rmiv4b	Intrinsic value	How personally satisfying would you find this career?	Not satisfying at all / Not very satisfying / Somewhat satisfying / Very satisfying
rmiv4c	Cost	How much time and energy would you need to invest to be successful in this field?	Enormous amount / Moderate amount / Mild amount / Reasonable amount
rmiv4d	Utility value	How well would this career fit with your plans for your future?	Enormous amount / Moderate amount / Mild amount / Reasonable amount [options as delivered]

VIDEO 5 OF 5 · ROLE MODEL

Rosemary Barnes – Wind Energy Engineer · youtu.be/S9Me_Lbuk9Y (embedded, approx. 3 min)

Code	Construct	Item (4-point)	Response options
rmiv5a	Expectancy	How certain are you that you have the ability to excel in this career?	Not certain at all / Somewhat uncertain / Somewhat certain / Very certain
rmiv5b	Intrinsic value	How much would this type of work excite and motivate you personally?	Not at all exciting / Not very exciting / Fairly exciting / Very exciting
rmiv5c	Utility value	How useful or valuable would this job be for achieving your future goals and career plans?	Not useful at all / Not very useful / Somewhat useful / Very useful
rmiv5d	Cost	How much effort, stress, or sacrifice do you think this job would require from you?	Very demanding / Somewhat demanding / Somewhat manageable / Very manageable

MOST INSPIRING ROLE MODEL

"Please feel free to ask the Chatbot any questions about the videos you've seen here today."

Code	Item	Response format
rmins	Which one of these videos is most inspiring to you?	one of the five role models

4. Combined (role modelling + goal setting)

Abbreviated versions of both components within the same session time: three of the five role-model videos with the same ratings, the task-value and effort questions, one goal-setting video, the worked example and SMART goal construction (with its own menu options). The goal review, strategy choices, if–then plan and closing items were not delivered.

Part 1 · Combined Intervention 1 Part A

INTRODUCTION

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Mathematics · General Mathematics · Specialist Mathematics · Technology · Design and Technology · Even more depending on your school!

"Ask the chatbot any questions that you have about STEM subjects in general and your interest in completing a STEM subject in Year 11. Let's look at some videos today. Please click watch the videos of people working in STEM and ask the chatbot any questions that you may have about anything in the videos, such as how they may have attained their jobs."

VIDEO 1 OF 3 · ROLE MODEL

Dr Jaclyn Brown – Mathematician & Digital Agriculture Research · youtu.be/2c3QKSLC2hA (embedded, approx. 3 min)

Code	Construct	Item (4-point)	Response options
comiv1a	Expectancy	If you tried to work in this field, how well do you expect you would perform?	Very poorly / Poorly / Well / Very well
comiv1b	Intrinsic value	How personally satisfying would you find this career?	Not satisfying at all / Not very satisfying / Somewhat satisfying / Very satisfying
comiv1c	Cost	How much time and energy would you need to invest to be successful in this field?	Enormous amount / Moderate amount / Mild amount / Reasonable amount
comiv1d	Utility value	How well would this career fit with your plans for your future?	Enormous amount / Moderate amount / Mild amount / Reasonable amount [options as delivered]

VIDEO 2 OF 3 · ROLE MODEL

Emily de la Peña – Civil Engineer & Entrepreneur · youtu.be/G2lWKHZj0lc (embedded, approx. 3 min)

Code	Construct	Item (4-point)	Response options
comiv2a	Expectancy	How confident are you that you would succeed and perform well in this job?	Not confident at all / Not confident / Reasonably confident / Very confident
comiv2b	Intrinsic value	How much would you personally enjoy and find this job interesting or fulfilling?	Not interesting at all / Not interesting / Somewhat interesting / Very interesting
comiv2c	Utility value	How useful or valuable would this job be for achieving your future goals and career plans?	Not useful at all / Not very useful / Somewhat useful / Very useful
comiv2d	Cost	How much effort, stress, or sacrifice do you think this job would require from you?	Very demanding / Somewhat demanding / Somewhat manageable / Very manageable

VIDEO 3 OF 3 · ROLE MODEL

Dr Cass Hunter – Quantitative Marine Scientist · youtu.be/2xdPm7dkHhY (embedded, approx. 3 min)

Code	Construct	Item (4-point)	Response options
comiv3a	Expectancy	How likely is it that you would be successful if you pursued this career?	Very unlikely / Unlikely / Likely / Very likely
comiv3b	Intrinsic value	How fun and engaging would this type of work be for you?	Not fun at all / Not very fun / Somewhat fun / Very fun
comiv3c	Utility value	How much would this career help you get what you want out of life?	Not at all / Not very much / Somewhat / Very much
comiv3d	Cost	How difficult would it be to succeed in this career?	Extremely difficult / Somewhat difficult / Not very difficult / Not difficult at all

MOST INSPIRING ROLE MODEL

Code	Item	Response format
vidins	Which one of these videos was most inspiring to you?	one of the three role models

TASK VALUE, EFFORT, HELP-SEEKING AND PRIOR GOALS

Code	Item	Response format
stemrel	How does STEM relate to your everyday life?	open text (task-value prompt)
stemeff	Do you put a lot of effort into your current STEM subjects?	slider 0–100 (No … Yes)
undstan	What happens when you don't understand the information in your STEM subjects?	I ask for help from a friend / I ask a teacher to explain / I don't do anything / I carry on
yndiff	Have you ever made any goals in relation to helping you overcome some of the difficulties you face in STEM subjects?	Yes / No

Part 2 · Combined Intervention 2 Part A

GOAL-SETTING VIDEO

"Have you made goals before in your STEM subjects? We will soon make some specific goals (SMART goals) together to help you with your STEM subjects. Let's watch this video which explains how to make SMART goals."
Venture Guide: S.M.A.R.T. Goals · youtu.be/3y0Jja52B2o

WORKED EXAMPLE

"Let's look at an example of a SMART goal for Science…" GOAL: I will become more confident in class by asking the teacher for help when I don't understand a question or concept. I will seek help once a week and note this in my diary. I hope to become more confident in this subject. **Specific:** I will ask my teacher for help when I don't understand a question or concept in science. **Measurable:** I will seek help from my teacher at least once a week when I encounter a difficult problem or concept and measure this in my diary. I will send emails or ask in person the questions of the teacher. **Achievable:** I will make a list of the questions I have so that I am prepared when talking with the teacher. **Relevant:** By asking for help, I will have a better understanding of the topics in science. **Time-bound:** I will start this during Term 1 and check at the end of the term.

SMART GOAL CONSTRUCTION

"We would like to know how you feel about studying STEM so we can support your learning better. There are no right or wrong answers. Now think about a goal that you could make to help you in your studies to make you more confident, to find use for STEM studies or to enjoy your STEM studies more. Feel free to ask the chatbot if you wish for any help during this exercise."

co_spec **Specific – What specific goal do you have?**

1. I will complete all my homework for STEM subjects this term.
2. I will revise each topic in Biology for 15 minutes per week.
3. I will revise each topic in Biology for 15 minutes per week.
4. I will create a glossary of Chemistry key terms and study them weekly.
5. I will try one STEM-related game, puzzle, or online experiment each week.
6. I will participate in a science/STEM club or project this term.
7. I will participate in a science/STEM club or project this term.
8. I will research how STEM helps solve a real-world problem.
9. I will interview or read about someone with a STEM job.
10. I will create a poster or presentation showing how STEM is used in daily life.
11. I will study STEM for 20 minutes a day instead of long sessions.
12. I will reduce time spent on other activities only during exam weeks.

13. I will break my study sessions into short chunks with breaks.
14. I will talk to a teacher or friend if something feels too stressful.
15. Other (please specify)

co_meas **Measurable – How will you measure your goal?**

1. I will score at least 8/10 on each quiz.
2. I will test myself on 10 new key terms each week.
3. I will explain two ideas to a peer after each topic.
4. I will improve my test score by 10%.
5. I will write one reflection or fact I learned each week.
6. I will contribute to at least one STEM group project.
7. I will complete four fun STEM activities in four weeks.
8. I will write a short paragraph or give a 5-minute talk.
9. I will list 3 ways STEM is used in real life.
10. I will complete and share my research by the end of the month.
11. I will set a timer for each study session and track it in my planner.
12. I will limit non-school activities to 1 hour per weekday during test weeks.
13. I will take a 5-minute break every 25 minutes while studying.
14. Other (please specify)

co_achi **Achievable – Will the goal be achievable right now?**

1. I can do 20 minutes of revision 3 times per week.
2. I can make a summary sheet after each lesson.
3. I can ask for help if I don't understand something.
4. I can use a study app or flashcards to revise.
5. I can try a new STEM activity once a week.
6. I can share what I learn in class or with a friend.
7. I can join a club or attend lunchtime sessions.
8. I can ask a family member or teacher for job interview support.
9. I can use the internet to research STEM applications.
10. I can use class time to work on my poster or talk.
11. I can study a little each day and still have time for other things.
12. I can choose just one key subject to focus on during busy weeks.
13. I can choose just one key subject to focus on during busy weeks.
14. Other (please specify)

co_rele **Relevant – How will your goal be relevant?**

1. I want to feel more confident in my science subjects.
2. I want to understand the topics better for high school exams.
3. I want to improve my results and know I can succeed.
4. I enjoy science and want to explore it more.
5. I want to challenge myself with fun STEM tasks.
6. I like discovering how science works in the real world.
7. I want to learn how STEM is useful in real jobs.
8. I'm thinking about a future career in science or tech.
9. I want to understand why STEM matters in the world.
10. I want to do well in school without feeling burned out.
11. Managing time and stress helps me stay healthy and learn better.
12. Other (please specify)

co_time **Time-bound – When will you achieve this goal by?**

1. I will do this each week for the next 4 weeks.
2. I will complete this by the end of the term.
3. I will finish this project within 2 weeks.
4. I will start this next Monday and keep going for a month.
5. I will set a timer and work on STEM tasks for just 20 minutes a day to manage my time better.
6. I will choose one or two priorities and drop less important activities during test weeks to balance my time.
7. I will plan short breaks during study to reduce stress and avoid feeling overwhelmed.
8. I will talk to a teacher or friend if a topic feels too stressful so I can get support sooner.
9. I will create a weekly plan that includes both schoolwork and downtime to avoid burnout.
10. I will follow my new study plan for the next 3 weeks.
11. I will adjust my routine during exam periods this term.
12. Other (please specify)

5. Manipulation checks (all conditions)

Code	Item	Response format
manip_gs	During today's session, I watched a goal setting video and made a S.M.A.R.T. goal.	Yes / No
manip_rm	During today's session, I saw a video about someone working in a science field.	Yes / No

References for adapted content

Role-model career ratings were adapted from Gladstone et al. (2024). Gollwitzer, P. M., & Sheeran, P. (2006). Implementation intentions and goal achievement: A meta-analysis of effects and processes. *Advances in Experimental Social Psychology, 38*, 69–119. Locke, E. A., & Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation. *American Psychologist, 57*(9), 705–717. Full references are given in the article.

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