

Appendix S1. Scenarios used in the measure of academic gender stereotypes in Study 1

- This child is really clever.
- This child knows a lot.
- This child understands all of the things they are being taught.
- This child always finishes their work.
- This child does really well at school.
- This child really wants to learn and do well at school.
- This child tries their best and works very hard at school.
- The class is sitting on the carpet while their teacher reads them a story and this child sits still and listens really well.
- The teacher is taking the register in class and this child sits very quietly, waiting for their name to be called out.
- The class is getting on with some work and they can see another class is doing P.E outside. This child is very good at ignoring this distraction and concentrates on their work.
- The teacher asks their class to draw a picture of their house. This child followed the instructions perfectly and drew their house with windows, a door, a garden and a chimney.
- This child follows classroom rules and looks after school equipment.
- This child is very polite to their classmates and teachers and shares games equipment nicely at playtime.
- This child is not very clever.
- This child doesn't know very much.
- This child doesn't understand very much of what they are being taught.
- This child hardly ever finishes all of their work.
- This child doesn't do very well at school.
- This child doesn't want to learn and doesn't care about doing well.
- This child doesn't always try their best or work very hard at school.
- The class is sitting on the carpet while their teacher reads them a story and this child keeps fidgeting and calling out.
- The teacher is taking the register and this child keeps chatting and doesn't hear their name being called out.
- The class is getting on with some work and this child keeps getting distracted by another class who are doing P.E outside.
- The teacher asks their class to draw a picture of their house, but this child didn't follow the instructions and drew a picture of their dog.
- This child doesn't follow classroom rules or look after school equipment.
- This child is rude to their classmates and teachers and snatches games equipment from others at playtime.

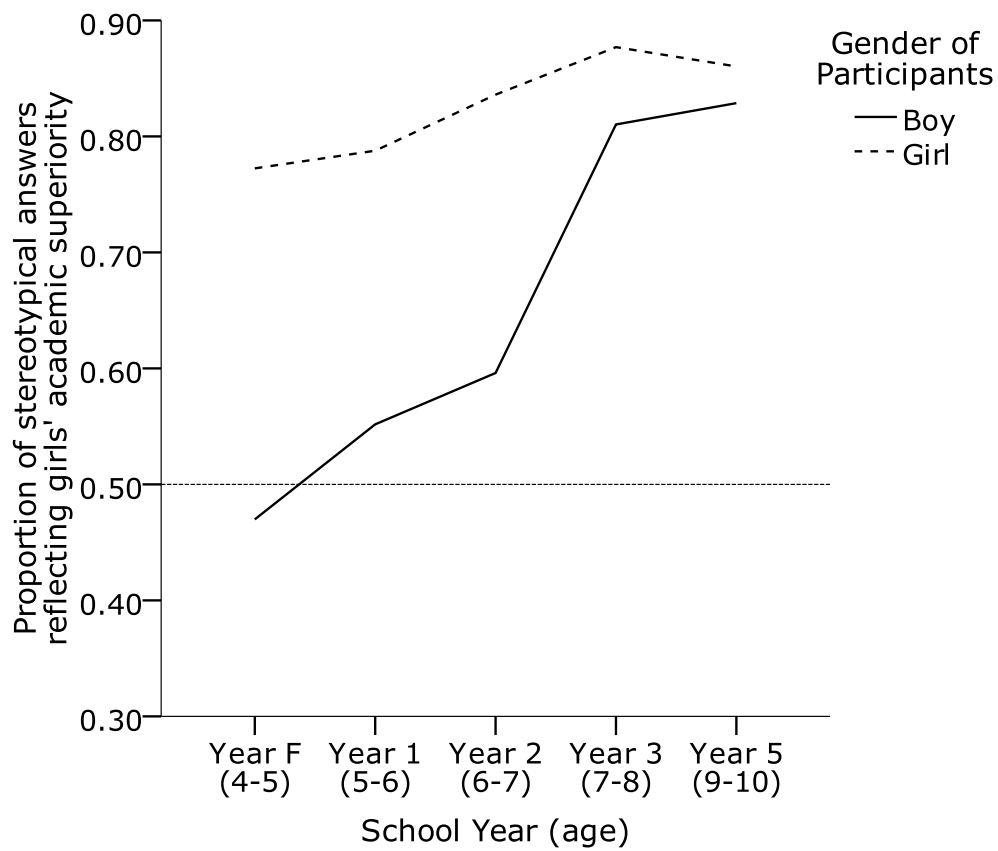


Figure S1. Children's Development of Stereotypical Perceptions About Gender and Conduct and Achievement as a Function of Gender and School Year in Study 1.

Note. Scores above 0.50 indicate that children believe girls are academically superior to boys.

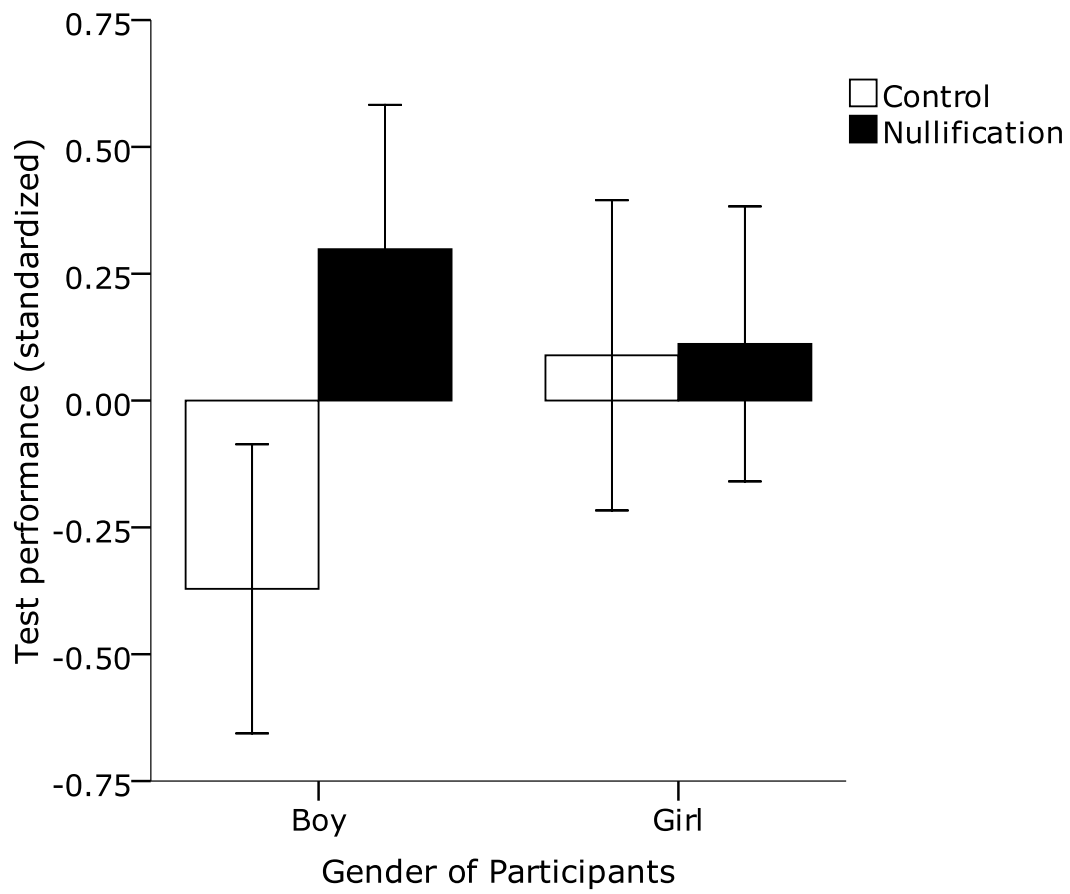


Figure S2. Girls' and Boys' Overall Test Performance as a Function of Stereotype Nullification Condition in Study 3.

Note. Error bars represent 95% confidence intervals.