

ABSTRACT

Exploring the Use of Indigenous Toys in the Teaching and Learning of Physics

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This study investigated the manner in which a class of fifth-form students at a secondary school in Trinidad and Tobago responded to physics instruction when their experience with indigenous toys was incorporated into their learning, and whether this was able to generate interest in the subject and assist them to grasp physics concepts. Data were collected through interviews with two teachers, as well as through observations, document analysis, and the administration of three lessons. The findings revealed that the traditions of toy-making created a classroom atmosphere that was fun, creative, and comfortable for learning. It allowed the students to readily grasp the concepts while enhancing their interest through aural questions and discussions.

Keywords: Secondary school teachers; Secondary school students; Physics education; Teaching techniques; Customs and traditions; Toys; Physics teachers; Trinidad and Tobago.