In my bachelor thesis I outlined the ideas of our school's students about certain physical phenomena. From my practical experience I regularly come across misleading ideas that my students hold, and which are common general public, yet do not correspond to reality and have no scientific base. They are called misconceptions. It is very difficult to disprove such ideas and, as previous research results have shown, almost impossible because most students turn back to their misconceptions when the classes are over. I try to suggest such teaching methods that would leave long-term information in some students at least and prevent them from returning to the original misleading ideas.
I have also tried to find physical models which students come across during Physics lessons at an elementary school and through which they describe the reality incorrectly.