

Examination of Gifted Students' Opinions on Coronavirus and Pandemic

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Abstract

The COVID-19 virus emerged in the city of Wuhan, China in December 2019, has affected the entire world in a short time, and was declared a pandemic by the World Health Organization in March 2020 (WHO, 2020b). This large-scale outbreak has been on the agenda of Turkey. The main purpose of this research is to examine the opinions of gifted students about the coronavirus and the pandemic. The study was carried out with 70 gifted students studying in the 3rd and 4th grades of the Alanya Science and Art Center which is affiliated with the Alanya District National Education Directorate in Antalya, in the spring term of the 2021-2022 academic year, over a 2-week period. The phenomenological method was used for the study since the study aims to reveal the opinions of the students about the coronavirus and the pandemic documented in writing along with student pictures. Some parts of the book named "Benim Pandemi Hikayem (My Pandemic Story)" were used to obtain the study data. The children were asked to answer the questions in order to understand their views on the coronavirus pandemic and the process it brought and draw about coronavirus. The data obtained from the study were analyzed with descriptive and content analysis. According to the frequency distribution of the categories and codes of the theme "Resources for learning about the pandemic", students learned about the pandemic most from the news (f=47). According to the frequency distributions of the categories and codes of the theme "What I learned about COVID-19", students expressed the following the most: mask, distance, and hygiene rules (f=51). When the frequency distributions of the categories and codes of the theme "When you first learned about the pandemic" were examined, most of the students stated that they were with their families (f=48). When the frequency distributions of the categories and codes of the theme "Pandemic drawings" were examined, it was seen that the students mostly drew pictures including a mask (f=29). In conclusion, knowing how children perceive the process experienced is important for educators in terms of providing individual, social, and emotional support and taking necessary measures. During the COVID-19 pandemic, teachers, students, and parents have experienced fears and concerns. For this reason, psychological support programs can be prepared for children, teachers, and parents.

Keywords: Pandemic, Coronavirus, Special Talent.

Introduction

Examination of how individuals are affected and how their lives develop during the COVID-19 pandemic is an important step as different age groups are affected by this period in different dimensions. Therefore, the characteristics and needs of each age group during the pandemic process should be determined. People's lifestyles have greatly changed with changing circumstances. Each segment of society has uncertainties, anxiety, and worries and these conditions lead to reactions. If a certain level of anxiety is continuous, it can cause physical and psychological problems in people. Today, the COVID-19 pandemic and its effects on humans constitute one of the current focuses of scientific studies. On World Children's Day, 20 November 2020, UNICEF (United Nations International Children's Emergency Fund) published a report summarizing



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the potential terrifying consequences for children if the COVID-19 pandemic continues and suggesting solution seeking to prevent a lost generation (Neece et al., 2020). In this report, it was emphasized that special needs children are more impacted by the COVID-19 pandemic and that this period was hard due to the interruptions in daily routine and the inability to access support services, especially for children with autism or mental deficiency and for those who receive these services every day. The report also stated that special needs children are three to four times more likely to be victims of violence in normal times and that this risk has increased during the pandemic period (Chan et al., 2020). This research primarily aimed to examine the opinions of gifted students about the coronavirus and pandemic. The COVID-19 pandemic is still a global process that is spreading. Knowing how students perceive the process is important for educators in determining the emotional and social support they will provide to these students.

Research Problem

The problem sentence in this research was “What are the opinions of gifted students about coronavirus and pandemic?”. In the research, answers were also sought for sub-problems within the framework of the main problem. These sub-problems are as follows:

- How did you learn about the pandemic?
- What do you know about COVID-19?
- What did you feel, do, hear, and see when you first learned about the pandemic?
- Can you draw a picture of what you did with your family or an image you saw on TV during the pandemic?

Literature

The virus, which is the cause of pneumonia cases reported on 31 December 2019, first appeared in Wuhan and then outside the People’s Republic of China. Besides China, it spread to Thailand, South Korea, and Japan within three weeks (WHO, 2020b). In the first 3 months after the outbreak started, approximately 500,000 people got sick and started to receive treatment and some of these patients lost their lives (WHO, 2020b). Hospitals in countries such as China, South Korea, Japan, Italy, and Iran, where

the virus was first seen, got full soon with patients with the complaint of shortness of breath (Guan et al., 2020). On 11 March 2020, the new coronavirus (COVID-19, SARS-CoV-2) outbreak was declared a pandemic due to the increase in cases and deaths (WHO, 2020a). Until 25 March 2020, more than 1,100 COVID-19 patients were diagnosed in the USA (Velavan and Meyer, 2020). The pandemic spread all over the world in a short time and caused the death of millions (Mahase, 2020). A pandemic is defined as an outbreak that is seen in many continents or countries in the world, exceeding international borders and generally affecting a large number of people (Porta, 2014). A pandemic is a general name for epidemic diseases that spread over a wide area and are seen in more than one country or continent in the world (T.R. Ministry of Health, 2020). According to the World Health Organization, for a disease to be considered a pandemic, it must be a new constantly transmitted virus or a mutated factor of the virus (Aysan, Kayani and Kayani, 2020). In the electron microscope image of COVID-19 (Figure 1) from the United States of America Center for Disease Control (2020), there are crown-shaped protrusions around the virus.

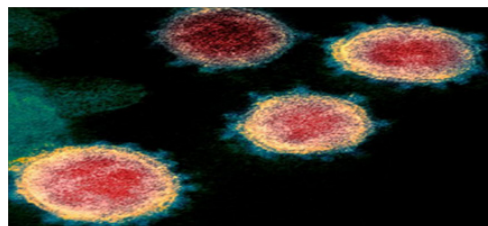


Figure 1 Electron Microscope Image of COVID-19

As in SARS-CoV, the SARS-CoV-2 virus can be transmitted through droplets and objects (Özcan and İşsever, 2020). The virus is spread by respiratory secretions from coughing or sneezing of infected people. Virus transmission occurs through human-to-human contact or droplet transfer. It can be fatal in people with chronic diseases. Figure 2 illustrates how the coronavirus is transmitted (Baloch, Baloch, Zheng and Pei, 2020).



Figure 2 Transmission of COVID-19 (Baloch et al., 2020) (Human-to-Human Transmission, Transmission through Droplets, Socialization, Death, Red:Infected; Green:Healthy; Blue: Chronic Disease, Infected Person, Coronavirus)

It has been observed that the majority of cases exposed to the new coronavirus disease, namely COVID-19, have a mild disease course and that the rate of death is higher in cases in elderly patients (Öztan and İşsever, 2020). The common symptoms of the disease are fever, cough, muscular rheumatism, and respiratory distress. In patients observed during the COVID-19 process, in general, clinical symptoms, fever, cough, fatigue, myalgia, headache, and other symptoms seen in upper respiratory tract infections usually occur within a week (Guan et al., 2020). The common symptoms reported by the Chinese Center for Disease Control and Prevention (2020a) are presented in Figure 3 (CCDC, 2020a).

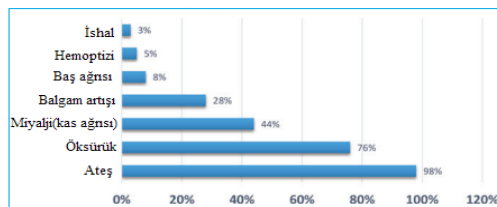


Figure 3 Common Symptoms of COVID-19 (CCDC, 2020a) (Diarrhea, Hemoptysis, Headache, Increases Sputum, Myalgia (Muscle pain), Cough, Fever)

As a result of complaints of patients infected with COVID-19, severe chest symptoms with shortness of breath and acute pulmonary inflammation are observed in approximately three-quarters of patients along with the symptoms observed in the computerized tomography results in the hospital, showing the severity of the disease (Guan et al., 2020). Pneumonia mostly develops in the second or third week of symptomatic infection (Velavan and Meyer, 2020). This pandemic process has led individuals to experience many differences in their lives (Demirbaş and Koçak, 2020). The changes encountered during

the pandemic include not leaving the house along with the announcement made “Stay at home!”, social isolation, social isolation with family elders, keeping a distance of at least one meter between people, getting used to distance education for students going to school, and staying at home for a long time for working parents. In order to stop the spread of the disease worldwide, individuals have been warned not to go outside unless necessary (Nishiura, 2020). People were isolated in their homes in order not to encounter the virus and especially children have been heavily impacted by the isolation (Huang et al., 2020). Turkey has been one of the countries where the first COVID-19 case was encountered late. The first case in Turkey was seen on 11 March 2020 and the first death was seen on 19 March 2020 (Çiftçi and Çoksüer, 2020). Several restrictions were implemented in education, sports, trade, social and cultural fields due to the increase in the number of patients and death rates (Çiftçi and Çoksüer, 2020). The concept of special talent has been the center of attention of people throughout history. The contribution of gifted individuals to society will be positive if they are directed to the right areas. Therefore, the education of gifted individuals is of great importance (Baykoç Dönmez, 2012). Gifted children perform at a higher level than their peers in intelligence, creativity, artistic capacity or special academic fields (VanTassel-Baska and Stambaugh, 2006). The most important differences that distinguish gifted children from their peers are the ability to learn faster, to find and solve problems more easily and quickly, to use abstract thoughts skillfully and to make connections more easily (Akarsu, 2001; Colangelo, Assouline and Gross, 2004). Gifted children are more sensitive to environmental problems and problems happening in the world (Piechowski, 1997). Gifted individuals differ from normal individuals in their communication with the external world due to the richness of their thoughts and feelings, the vividness of their imaginations, and their moral and emotional sensitivity according to Dabrowski (Saranlı and Metin, 2012). It is easy to comprehend that the purpose of quarantine for adults is to prevent the spread of the epidemic. On the other hand, it is difficult for children to understand that the purpose of quarantine is to prevent the spread

of the disease (McGarry and Jackson, 2020). It is very difficult for children to understand death and extinction. Parents and teachers should know how gifted children understand the pandemic process, because it is an important factor in preventing the problems that children will experience by taking the necessary measures to provide them with emotional and social support (Usta and Gökcan, 2020).

Research Method

The qualitative research method was used in this study. It is important to understand the feelings and thoughts of individuals in qualitative studies (Girmen, 2007). Phenomenology, one of the qualitative research designs, was used in this study because it was aimed to reveal the opinions of gifted students about coronavirus and pandemic.

Research Sample

The convenience sampling was used in this study. Researchers may prefer individuals that they can

reach more easily to make their work easy and fast (Yıldırım and Şimşek, 2008). The study was carried out with a total of 70 gifted students studying in the 3rd and 4th grades of Alanya Science and Art Center affiliated to the Alanya District National Education Directorate in the spring term of the 2021-2022 academic year.

Research Process

Permission was obtained from the parents through a form for their children to participate in the research. Permitted children were asked to fill in the relevant pages of the book “My Pandemic Story”, which will be used for the research, in 2 class hours, accompanied by a classroom teacher. The researcher enabled the students to answer the questions about the coronavirus epidemic and the process it brought in the book and to make drawings about the coronavirus. Examples of students’ drawings related to the coronavirus and the pandemic are given in Figure 4.



Figure 4 Examples of Students’ Drawings Related to Coronavirus and Pandemic

Data Collection Tool

Some parts of the book named “My Pandemic Story” translated from English to Turkish by Toros et al. (2020), & published by The Children’s Psychological Health Center (2020) prepared by Gilbert et al., were used for obtaining the data of the research.

Data Analysis

In the study, students’ opinions on the pandemic and coronavirus were revealed by descriptive and content analysis. A code was created for each student while stating the comments of the students, for example “according to S1”. In order to ensure

the reliability of the study, the researcher and the lecturer made the encoding separately. The common encodings made by the coders regarding students' answers were accepted as consensus; different codings were accepted as dissensus. The average reliability was found to be 95%. In order to ensure reliability, the agreement between the researcher and the expert should be 90% and over (Miles and Huberman, 1994).

Results

The findings of the analysis of the qualitative data obtained within the scope of four research questions examined in the study were supported with students' statements.

Findings Regarding the Resources for Learning about the Pandemic

The frequency distributions of the categories and codes in the theme of resources for learning about the pandemic are shown in Table 1.

Table 1 Frequency Distributions for the Theme of Resources for Learning about the Pandemic

Theme	Category	Code	Frequency
Resources for learning about the pandemic	Mass media (54)	News	47
		Phone	1
		Internet	3
		Cartoons	1
		Newspaper	1
		President	1
	Social circle (33)	School	16
		Teacher	10
		Friends	7
	Family members (21)	Family	9
		Father	6
		Mother	5
		Grandfather	1

According to Table 1, the students stated that they learned about the pandemic mostly from the news (f=47) among the mass media. One of the students, S1, stated that *"I heard from the news; people heard from the news, as well"* and S9 stated that *"Schools were on break. I learned about the pandemic while watching the news one evening"*. Some of the students stated that they learned about the pandemic (f=10) from their teachers. One of the students said, *"One day, while I was at school, my teacher entered the classroom and said that 'Children. We just held a meeting and the topic of the meeting was COVID-19, which has just spread to our country. For this reason, we need to take care of ourselves and our schools may close' and continued 'We must follow the pandemic rules'. So, I asked my teacher what a pandemic means. My teacher said that 'It is an outbreak of a disease that spreads in a region. I learned from my teacher."*

Findings Regarding the Theme of What I Learned About COVID-19

The frequency distributions of the categories and codes in the theme of what I learned about COVID-19 are shown in Table 2.

According to Table 2, the students stated that they would mostly prevent the illness caused by the coronavirus by following the mask, distance, and hygiene rules (f=51). One of the students, S42, stated that *"The way to prevent infection is mask, distance, and hygiene. Being clean, washing our hands frequently, and staying away from society are ways for protection"*. In addition, the students thought that COVID-19 has deadly consequences. Some of the students (f=14) gave the answer of death. One student, S10, stated that *"I learned that COVID-19 is deadly, contagious, and causes situations such as permanent disease"*. One of the students, S2, said *"I learned that COVID-19 is actually bad for*

some diseases. For example, I learned that it is very bad in conditions such as hypertension, cardiac diseases, cancer, osteoporosis, and asthma”. Some of the students mentioned that they could prevent coronavirus (f=12) by washing their hands. One

of the students, S49, stated that “Using cologne or disinfectant on our hands, not touching everywhere with our hands, washing our hands frequently, wearing masks, not going to crowded places”.

Table 2 Frequency Distributions for the Theme of what I Learned about COVID-19

Theme	Category	Code	Frequency
What I learned about COVID-19	Methods to prevent disease (110)	Mask, distance, hygiene	51
		Washing hands	12
		Social distance	10
		Healthy and regular nutrition	8
		Using disinfectants	8
		Staying away from society	8
		Staying at home	7
		14 rules against the risk of coronavirus	4
		Protecting the immune system	1
		Not using public transport	1
	Resulting conditions (51)	Death	14
		Contagious	13
		Disease	12
		Permanent Disease	3
		Health Threatening	3
		Distance Learning	3
		Prohibitions	1
		Disruption of Tourism	1
		Outbreak	1
	Disease symptoms (42)	Fever	8
		Pain (Joint, Head, Throat)	7
		Cough	7
		Difficulty Breathing	5
		Loss of Taste	4
		Loss of Smell	4
		Weakness	3
		Paralysis	2
	Association of ideas regarding pandemic (11)	Sneeze	2
		Dangerous	7
		Microbe	2
		Chronic diseases (cardiac disease, hypertension, diabetes, asthma, cancer)	2

Findings Regarding the Theme When I First Learned About the Pandemic

The frequency distributions of the categories

and codes in the theme of when I first learned about COVID-19 are shown in Table 3.

Table 3 Frequency Distributions for the Theme of when I first Learned about the Pandemic

Theme	Category	Code	Frequency
When I first learned about the pandemic	What I felt (100)	Frightened	44
		Concerned	12
		Sad	9
		Thoughtful	9
		Happy	5
		Bad	4
		Surprised	3
		Alone	3
		Shocked	3
		Unhappy	2
		Excited	2
		Fussy	1
		Anxious	1
		Desperate	1
		Curious	1
		Angry	1
		Like in a dream	1
	Hopeless	1	
	Who I was with (76)	Family	48
		Friends	16
		Teacher	10
		School cleaning staff	1
		School principal	1
	What I did (58)	I started wearing masks	17
		I stayed at home	9
		I studied	8
		I read a book	7
		I wondered about the disease	7
		I cared about hygiene	6
		I followed social distancing	3
		I couldn't understand	1
	What I heard (46)	It is coming from China	13
		It is deadly	7
		It spreads rapidly	6
		It is contagious	6
		The coronavirus came to Turkey	3
		Cases	2
Pandemic		2	
COVID-19		2	
Disease		2	

When I first learned about the pandemic	What I heard (46)	Infected person	1
		It spreads to the world	1
		It is a microbe	1
	What I saw (32)	Mask	15
		Sick people	6
		Deaths	5
		COVID-19 chart	2
		Health professionals	1
		The shape of the virus	1
		Measures	1
		Change of the order	1

According to Table 3, in the category of “How did you feel when you first learned about the pandemic?”, the students stated that they felt frightened the most (f=44). Student S34 said, “*I was very scared*”. Some of the students also stated that they were concerned when they first learned about the pandemic (f=12). Student S7 expressed as “*Concern*”. The students stated that they were mostly with their families (f=48) when they first learned about the pandemic. Student S65 said, “*I was with my family. My grandmother couldn’t sleep because of fear. We were too scared. As it progressed further on those days, our fear increased. And I first learned about the coronavirus from my family*”. Some of the students also stated that they were with their friends (f=16) when they first learned about the pandemic. Student S43 stated that “*I was with my friends*”. The students stated that they started to wear masks (f=17) the most in the category of “What did you do when you first learned about the pandemic?”. One of the students, S32, replied as “*I attached importance to mask and distance; I did not go to a place without wearing a mask and I followed the 14 rules*”. Some of the students also stated that they stayed at home (f=9) when they first learned about the pandemic. Student S35 said, “*I didn’t go out of the house*”. In the category of “What was the first thing you heard during the pandemic?”, the students mostly answered that the virus came from China (f=13). Student S7 stated that “*I learned that this virus came from China*”. Some of the students mentioned that the first thing they heard during the pandemic was that the virus was deadly (f=7). Student S21 expressed “*The disease is deadly*”. In







the category of “What was the first thing you saw in the pandemic?”, the students mostly answered masks (f=15). One of the students, S18, said, “*With this disease, people started to wear masks and tried to stay away from each other, and there was a rush in the world*”. Some of the students also stated that the first thing they saw during the pandemic was sick people (f=6). Student S23 expressed “*Someone getting sick*”.

Findings Regarding the Theme of Pandemic Drawings

The frequency distributions of the categories and codes in the theme of pandemic drawings are shown in Table 4.

Table 4 Frequency Distributions for the Theme of Pandemic Drawings

Theme	Category	Code	Frequency
Pandemic drawings	Staying at home (101)	Family	20
		Virus	16
		Television	14
		Child	13
		House	12
		News	10
		World	9
		Activities at home	6
		Coronavirus chart	1
Evde kalma kategorisine ilişkin resim örnekleri			

		
3rd grade-female student	3rd grade-male student	
Catch line (49)	Mask	29
	Distance	11
	Hygiene	9
Slogan (Maske, Mesafe, Temizlik) kategorisine ilişkin resim örnekleri		
		
3rd grade-female student	3rd grade-female student	
Health (41)	Hospital room	11
	Inpatient	8
	Health professional	5
	Drip	5
	Ventilator	3
	Needle	3
	Ambulance	2
	Stretcher	2
	Intensive care	1
	Vaccination room	1
	Examples of drawings regarding the health category	
		
3rd grade-female student	4th grade-female student	

According to Table 4, the students drew pictures in the categories of “staying at home, catch line, and health” under the theme of “Pandemic drawings”. In the category of “Staying at home (f=101)”

which had the highest frequency, the students drew pictures regarding “family (f=20), virus (f=16), television (f=14), child (f=13), house (f=12), news (f=10), world (f=9), activities at home (f=6), and

coronavirus chart ($f=1$). In the second category, named “Catch line ($f=49$)”, the students mostly drew pictures related to “mask ($f=29$)”, distance ($f=11$), and hygiene ($f=9$). In the third category, named “Health ($f=41$)”, the students mostly drew pictures related to “hospital room ($f=11$), inpatient ($f=8$), health professional ($f=5$), drip ($f=5$), ventilator ($f=3$), needle ($f=3$), ambulance ($f=2$), stretcher ($f=2$), intensive care ($f=1$), and vaccination room ($f=1$). When the examples of students’ drawings in the theme of pandemic drawings were examined, it was seen that the students made successful drawings for the pandemic process. Some students included expressions describing their drawings. Some of the expressions were “*wash your hands; I keep my house clean and destroy viruses; stay away from my country, my family, and my relatives; god bless us all; health; coronavirus vaccination places; we watched the news; did cases increase or decrease; infected; died; let’s follow the rules; soap; cologne; mask; distance; hygiene; 5 meters; free delivery*”.

Discussion and Conclusion

This research aimed to examine the opinions of gifted students about the coronavirus and the pandemic. From the answers to the question “How did you learn about the pandemic?”, 3 different categories were reached, “Mass Media, Social Circle, and Family Members”, respectively, in the theme of “Resources for Learning about the Pandemic”. There were 6 different codes for the “mass media” category, namely “news, phone, internet, cartoons, newspapers, and president”. In the category of “Social Circle”, 3 different codes, namely “school, teacher, friends”, were reached. In the category of “Family Members”, 4 different codes, namely “family, father, mother, and grandfather”, were reached. When the codes of the students regarding the resources for learning about the pandemic were examined, it was seen that the number of students who focused on the “news, family, and school” codes was high. In the literature, similar results have been reported in studies conducted to determine the perceptions of the resources for learning about the pandemic. In the study conducted by Yüsek Usta and Gökcan (2020) to examine the opinions of preschool children and their mothers on the COVID-19 pandemic, the

participants were found to mostly focus on the “mass media” category. Moreover, in the study conducted by Dönmez and Gürbüz (2020) to examine the cognitive structures of university students about the COVID-19 virus, it was concluded that the participants mostly used television and social media as a source of information.

According to the answers of the gifted students to the question “What do you know about COVID-19?”, 4 different categories were determined, namely “Methods to Prevent the Disease, Resulting Conditions, Disease Symptoms, and Association of Ideas regarding Pandemic”, in the theme of “What I Learned about COVID-19”. In the category of “Methods to Prevent the Disease”, 10 different codes, namely “Mask, distance, hygiene, washing hands, social distance, healthy and regular nutrition, using disinfectants, staying away from society, staying at home, 14 rules against the risk of coronavirus, protecting the immune system, and not using public transport” were reached. In the category of “Resulting Conditions”, 9 different codes, namely “death, contagious, disease, permanent disease, health threatening, distance learning, prohibitions, disruption of tourism, and outbreak”, were reached. In the category of “Disease Symptoms”, 9 different codes, namely “fever, pain (joint, head, throat), cough, difficulty breathing, loss of taste, loss of smell, weakness, paralysis, and sneeze”, were reached. In the category of “Association of Ideas regarding Pandemic”, 3 different codes, namely “dangerous, microbe, and chronic diseases (cardiac disease, hypertension, diabetes, asthma, cancer)”, were reached. When the codes of the students in the theme of “What I learned about COVID-19” were examined, it was seen that the number of students who focused on the codes “mask, distance, hygiene, death, fever, and dangerous” was high. Similar results have been reported in studies conducted on the theme of “What I Learned About COVID-19”. In the study conducted by Doğan (2020) to reveal how university students were affected by the virus during their stay at home by examining 100 letters written by them to the coronavirus, it was concluded that the common anxiety of students was the fear of death.

From the answers given by the gifted students to the question “What did you feel, do, hear, and see and

who were you with when you first learned about the pandemic?”, 5 different categories, namely “What I felt, Who I was with, What I did, What I heard, and What I saw”, were determined in the theme of “When I first learned about the pandemic”. In the category of “What I felt”, 18 different codes, namely “frightened, concerned, sad, thoughtful, happy, bad, surprised, alone, shocked, unhappy, excited, fussy, anxious, desperate, curious, angry, like in a dream, and hopeless”, were reached. In the category of “Who I was with”, 6 different codes, namely “family, friends, teacher, school cleaning staff and school principal”, were reached. In the category of “What I did”, 8 different codes, namely “I started wearing masks, I stayed at home, I studied, I read a book, I wondered about the disease, I cared about hygiene, I followed social distancing, and I couldn’t understand”, were reached. In the category of “What I heard”, 12 different codes, namely “It is coming from China, it is deadly, it spread rapidly, it is contagious, the coronavirus came to Turkey, cases, pandemic, COVID-19, disease, infected person, it spreads to the world, and it is a microbe”, were reached. In the category of “What I saw”, 8 different codes, namely “mask, sick people, deaths, COVID-19 chart, health professionals, the shape of the virus, measures, and change of the order”, were reached. When the codes of the students regarding the theme of “When I first learned about the pandemic” were examined, it was seen that the number of students who focused on the codes “frightened, family, I started wearing masks, it is coming from China, and mask” was high. Similar results have been reported in studies in the literature. In the study conducted by Erol and Erol (2020) with primary school children studying in Istanbul and their parents, it was concluded that children and parents were mostly fearful-anxious during the pandemic. Moreover, the results of the study are similar to those reported in the study conducted by Demirbaş and Koçak (2020) with 30 parents with children aged between 2-6 about the concept of the pandemic. Özyürek and Çetinkaya (2021) conducted a study with 164 parents to examine the effect of the pandemic on family life and parent-child interactions and concluded that parents experienced emotions such as illness and death. In the study conducted by Yıldız and Bektaş (2021) with 32 participants

to determine the COVID-19-related changes in children’s leisure activities, it was emphasized that the fear of getting sick during the pandemic was too high in children.

Three different categories, namely “Staying at Home, Catch line, and Health”, were reached in the theme of “Pandemic drawings” based on the drawings of the gifted students when they were asked, “Can you draw a picture of what you did with your family or an image you saw on TV during the pandemic?”. In the category of “Staying at Home”, 9 different codes, namely “family, virus, television, child, house, news, world, activities at home, and coronavirus chart”, were reached. In the category of “Catch line”, 3 different codes, namely “mask, distance, and hygiene”, were reached. In the category of “Health”, 10 different codes, namely “hospital room, inpatient, health professional, drip, ventilator, needle, ambulance, stretcher, intensive care, and vaccination room”, were reached. According to the codes related to the “Pandemic drawings” theme of the gifted students, it was seen that the number of students who focused on the codes of “mask, family, virus, television, news, distance, and hospital room” was high. Similar results have been reported in studies on the pandemic in the literature. In the study conducted by Öztürk, Kuru and Yıldız (2020) with 14 children and their mothers to determine the perceptions of preschool children and their mothers about the pandemic and the new coronavirus, it was concluded that children spend more time playing and having activities at home. Moreover, in the study conducted by Başaran and Aksoy (2020) with 26 parents to determine their opinions on family life in the home environment during the COVID-19 pandemic, it was reported that family interactions established by the children increased in this process.

In conclusion, when the opinions of gifted students on COVID-19 were examined, it was seen that they learned which virus caused the disease, what the name of the virus is, where the virus came from, what consequences the virus cause, and ways to prevent the disease. In the study, when the gifted students’ answers to the questions asked to reveal their feelings about the pandemic were examined, it was found that they gave very intimate and sincere answers such as they were very scared and concerned

that the virus would infect their families and loved ones.

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