

## Application Plan of the Convergence Arts Therapy Program for the Promotion of Adolescent Happiness\*

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### ABSTRACT

The purpose of this study is to examine and understand the convergence arts therapy program for promoting the happiness of youths who suffer psychologically and mentally from the academic and higher grade advancement related stress, damages of school violence, and the media addictions in the middle school settings, and provide the basic data which may be applied in greater depth and with diversity. As for the research method, 3 convergence arts therapy programs were designed for each symptom in line with the domain and subcomponents of adolescent happiness. To verify the program, the FGI was conducted targeting 5 convergence art therapists, and the final program was derived based on the results therefrom. Each program was designed as a single session appropriate for symptom improvement. The program for each symptom ran for 90 minutes, and the process was consisted of the 3 stages of introduction, main activity, and wrap up. In the introduction stage, the therapist and the subject are introduced to each other via greetings of songs through the "Hello Song" and form their rapport. In this activity, a program that combines various areas of the convergence art therapy and the happiness components to help relieve the main symptoms complained of by the subject is conducted. In the wrap up stage, they share with each other what they felt, what they learned, and what they practice. Then, through the Good Bye Song, they say goodbye and finish the program off. It is hoped that the convergence art therapy would rise as a practical alternative for improving happiness through the symptom relief and improvement of subjects experiencing various difficulties in the field of school education, and play a role and function for the adolescent happiness of youth.

## 1. Introduction

The modern society marked by the idea of 'performance based society' has emerged with the meaning such that both the nation and the individual must achieve their own performance results

\* This study was conducted as a follow-up study based on Rhee Esther (2021) discourse on happiness education and convergence arts therapy.

and achievements through a continuous development. As the individuals lose the opportunities to discover their true selves, they could never be free from neurological diseases including stress, anxiety, and depression that cause modern people to struggle with. In a society where fatigue prevails, the personal pursuit for a 'happy life' is inevitable. The efforts to find the essential meaning of human life and to eliminate factors that hinder healing and recovery, ranging from light and uncomfortable to pathological and serious symptoms, have now become a very important part of the people's lives. The themes of "What is a happy life?" and the "Pursuit of a way to be happy is happiness" have been an essential matter of humanity since the ancient times to the modern. In the modern times, as in-depth scientific approaches to happiness have been attempted in the field of psychology, the realization that 'living a happy life' is the best way to prevent human psychological problems is spreading as a matter of trend.

According to the United Nation's '2020 World Happiness Report', which measures the happiness index for the nations around the world, Korea's happiness index has increasingly ranked low - the 47th in 2015 and 57th in 2017 (UN, 2020), respectively. In March 2021, in the 'World Happiness Report' published by the Sustainable Development Solutions Network (SDSN), an advisory vehicle under the umbrella of the United Nations, Korea ranked 62nd out of 149 nations for the happiness index between 2018 and 2020. In particular, it was reported that both the score and rank decreased in 2020 relative to the previous year. In this connection, in 'The 2019 International Comparison of Korean Children and Youth Happiness Index' published by Yonsei University Institute for social development studies (Yonsei University Institute for social development studies, 2019) related to happiness, the subjective happiness index among the Korean children and youth happiness index was at the bottom of the top 20 among the 22 OECD countries. This means that the satisfaction index for 'fit and life', which indicates adaptability for the surrounding environment and situation, was marked as the lowest. In line with such respects, the aftermath of COVID-19 is increasing confusion not only across politics, society, economy, culture, but also education globally, thereby incrementally moving away from the well-being and happy life not only for the individuals but also for the Korean society as a whole. In particular, as the "new normal era of contactless" increasingly emerges in the daily life of face-to-face, the contactless real-time and video online education is conducted in the educational field of middle schools. The influence of the changed educational environment as such is accompanied by the dysfunctional as well as the positive functions of the youths' growth process, thereby causing them to lose many components of their lives.

Youth is a stage where tension and confusion persist to the extent of them recognizing their selves and re-establishing their own values, and hence, it is called the 'second birth', which is a period in which rapid physical and mental changes arise due to biological maturity in the human development stage. The Youth Protection Act defines youth as those aged under 19, who falls within the years of middle and high schools. They need more support and understanding from their peers than from the adults and parents around them, and based on which, their social skills are developed as well.

Unlike in the past where the students reached their school age by learning how to become intimate with relatively unfamiliar friends, today's students consider making friends as a very big task and difficulty, and they do not learn how to form relationships appropriate for each age,

and hence, they are unable to learn how to engage in their peer activities, and spend a lot of time in conflict and mediation every year, such as being unable to join, giving up, or frustrated. In this background, school life, which is the first full-fledged social experience for the students, and where they spend most of their time, is not amicable. If the maladjustment continues, the deviant behavior consistently increases as the students move up to the higher grade years (Hong, 2020). Such problems are not only required to continue their school life in various difficult environments such as the academic and higher grade advancement related stress, bullying, school violence, and damages experienced by young people, but also remain a serious challenges and a large task facing for the Korean society.

The educational role of helping the Korean students enjoy the daily happiness of being grateful for a modicum of affluence they have today, setting goals for their lives, and challenging the present and achieving for their future is inevitable. No one can deny that ‘adolescent happiness education’, which can fulfill the ‘emotional education’, which has been delegated to home education within the extended family system in the past, is approaching not only the Korean society but also the field of school education. In order to solve such problems, new alternative attempts in education which may touch the inner world, psychology and emotions, such as various psychotherapy and counseling, have progressively made their progress to date. In particular, the ‘convergence arts therapy’ has been suggested as a new alternative for the adolescent happiness.

Hence, in this study, for the purposes of enhancing the happiness of youths who suffer psychologically and psychologically due to the academic and higher grade advancement related stress, damages of school violence, and media addictions in the middle school field, 3 convergence arts therapy programs for each symptom according to the domain and subcomponents of adolescent happiness were designed. To verify this program, the FGI was conducted targeting 5 convergence arts therapists, and the final program was derived based on the results therefrom. It is believed that the relevant results of this study will serve as the basic data which may be applied in a more diverse and in-depth manner for the school field.

## **2. Previous Studies**

### *2.1 Concept of happiness*

The word ‘hap’, which is the root of the English word happiness, which implies the meaning of ‘happiness’, means ‘accident’. There are many different views and definitions of happiness offered by many scholars. Nettle (Nettle, 2005), a happiness researcher, described happiness as anything which ‘comes unplanned and unexpected, while Jahoda (Jahoda, 1958) claimed that it is the act of “maintaining a positive mental health.” The National Institute of the Korean Language’s standard Korean dictionary defines happiness as the “mind or such a feeling of having sufficient satisfaction and joy in life”, and philosophically, Wikipedia defines it as “a very complicated, strict and ascetic life”. Furthermore, Article 10 of the Constitution of the Republic of Korea provides that, “All citizens shall be entitled to the dignity and worth as human beings and be entitled to pursue their

happiness.” As such, it may be said that happiness is among the most important rights and an essential condition for the human life.

Even in the positive and high arousal states of excitement and passion and low arousal states of calm and serenity (Barrett and Russell, 1999; Bradley and Lang, 1999; Russell, 2003), happiness, as defined by Seligman (Seligman, 2004), is a subjective emotion which an individual feels, such as joy, pleasure, satisfaction, reward, and abundance as it is related to feeling, and it also means that what each individual feels and is satisfied with can be different depending on the life goals and values pursued by the individual. Such emotions are affected by age, gender, culture, environment, personal characteristics and various variables. Regardless of such various conditions, the development of individual’s potential talents and characteristics and meaningful activities in a desirable environment can have a positive effect on the human happiness.

From the ancient times to the present, numerous scholars have continued to study happiness. Regarding the ‘happy life’, the ancient Socrates claimed that it is the act of “recognizing the key elements of an individual’s life through the introspection and living by practicing them”. It was defined as ‘the pursuit of eusaimonia’ (Kim, 2021), which is a life which embodies moral perfection or personal virtue, and a state of life in which one’s life goals are realized. Table 1 below illustrates the definition of happiness and happy life by scholars in the 20th and 21st centuries.

**Table 1.** Definition of happiness and a happy life by scholar

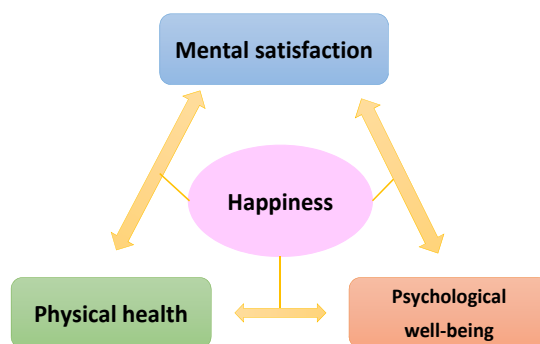
Period	Scholar	Definition
20th century	Sigmund Freud (1920)	- Happiness is minimizing human’s inner conflicts.
	Carl Gustav Jung (1921)	- A happy life is becoming a true self according to the Self Archetype, and individualization is achieved in the process of practicing it.
	Howard Earl Gardner (1938)	- A happy life is to develop multiple intelligences, which are various human abilities.
	Abraham Harold aslow (1954)	- A happy life accepts others and one’s self as they are, forms good relationships with others, and pursues independence and autonomy. - A happy life is the act of pursuing self-realization through affection and immersion in one’s work, and creative activities.
	Carl Ransom Rogers (1957)	- A happy life is to adequately demonstrate the self-actualization tendency to become a capable being by expressing all one’s potential.
21st century	Ed Diener (2000)	- The scope of happiness includes the positive and negative affect one experiences in one’s life, and various types of evaluations.
	Martin Seligman (2000)	- Happiness is the study of human strengths and virtues, and drawing out the best potential inherent in one’s self.
	Richard Ryan & Edward Deci (2001)	- Happiness is the act of feeling the best emotional experiences and functioning together as a social being.
	Ed Diener, Richard Lucas & Shigehiro Oishi (2003)	- Happiness is a key element of a good life and a good society.

## 2.2 Domains and requirements of happiness

There are various views on how happiness is defined and what factors make one feel happy.

According to Wikipedia, the requirements for happiness are satisfaction, joy, pleasure, fun, laughter, worthwhile, sense of worth, serenity, stability, motivation, and hope. Kwon (Kwon, 2011) divided the factors of happiness into sociodemographic factors and psychological factors. Demographic factors include gender, age, economic level, education and intelligence level, occupation, marriage, religion, and health, while psychological factors are consisted of optimism, self-esteem, extraversion, sense of control, positive interpersonal relationships, and sense of purpose in life. Diener (Diener, 2000), a positive psychologist, claimed that the viewpoint of human happiness is ‘subjective well-being’ as a concept determined by subjective judgment according to how one feels the value of life rather than an objective standard.

In human life, when the proper balance and harmony of the 3 requirements of body, mind, and spirit is achieved, the happiness index increases. That is, physical health, psychological well-being, and mental satisfaction may be the conditions for happiness, and if any one of such conditions is inadequate, the level of happiness may be lowered to such extent. The relationship between such 3 components is illustrated in Figure 1 below.



**Fig. 1.** Three requirements of happiness

### *2.3 Domains and components of happiness*

Regarding the happiness components of youth, which are the subject of this study, the Center for Happiness Studies of Seoul National University (The Center for Happiness Studies of Seoul National University, 2020) selected the 3 main domains of happiness and classified sub-components appropriately. The main areas and their subcomponents are, first, attitude of mind (pleasure, joy, gratitude), second, life style (goal setting, savoring, immersion), and third, relationship promotion method (strengthening relationship, sharing, and forgiving). The main implication for such is to emphasize the fact that ‘happiness and education are inseparable and inevitably related’, and it mentions many implications for the potential of happiness education. The elementary and middle school related happiness textbooks have been published since 2011 by reflecting the major areas and sub-elements of happiness, and Table 2 illustrates the main areas and sub-elements of happiness textbooks for the middle schools.

**Table 2.** Main domains and sub-elements of the secondary school happiness textbook

Chapter	Main domain	Sub-element	Details
1	Definition of happiness	What is happiness	Happiness is a state of joy in the mind, and it is the basic physical strength that must be actively pursued in life.
2	Attitude of mind	Changing perspective	Happiness depends on one's mind.
3		Being grateful	Gratitude is the secret to life.
4		Don't compare	The greatest enemy of happiness is comparing yourself to others.
5	Looks of life	Setting goals	A purpose driven life is a happy life.
6		Immerse yourself	I'm happy that I have a mind that I can focus on.
7		Savoring	Fully enjoy and savor the present.
8	Relationship promotion method	Strengthening relationship	Happiness is in the 'between'.
9		Sharing and giving	The best way to be happy is to make others happy.
10		Forgiving	Forgiveness is the best gift you can give yourself.

#### 2.4 Concept of convergence arts therapy

While the concept and application of 'treatment' was mostly limited for people with certain pathological symptoms in the past, in today's 'neurotic society' where stress, depression, anxiety, and anger are common, it is applied to the general public, from the infants to the elderly. That is, in the modern concept, the purpose and scope of treatment is very wide and diverse, ranging from a simple daily stress to relieving unavoidable stress in school, work, and life, as well as relieving and recovering from severe illness. Tension and stress in daily life are much more exaggerated and amplified than before, and have become an issue at the present social level beyond individuals. Accordingly, in order to recover and maintain the 'self as an existential being' of modern people, the need for convergence arts therapy and interpretation of its meaning are required in terms of self-diagnosis and care (Rhee, 2020).

The convergence arts therapy plays a role in achieving the balance and harmony of the human body, mind and spirit. The 'convergence arts therapy' is the 'customized arts therapy' focused on the subject. That is, since the arts therapy techniques and media required according to the main symptoms of the subject and the range of interventions and interventions of the therapist are different and diversified, the goal is to reach the stage of the convergence treatment which actively utilizes the characteristics of each medium of art. Hence, in the rapidly changing modern society, it is possible to provide a customized treatment intervention for the target (group) and various symptoms, and based on philosophy and psychology, various disciplines such as statistics, humanities, engineering, and law have actively accepted it.

The convergence arts therapy restores the originality of a convergence human with 5 senses, and diagnoses, prescribes, progresses, evaluates, and reflects healing, healing, and treatment in the most efficient and meaningful manner possible, while making various domains and media of

the art usable. The most unique characteristics of each domain of art, such as auditory stimulation through music, which is a medium for transmitting emotional information, cognitive stimulation through art, is a medium intended for conveying cognitive information, and tactile and sensory stimulation of the body through dance and movement as a medium for transmitting body information, while stimulating the 5 senses and based on which, serves to awaken the dulled senses and emotions simultaneously or sequentially. That is, through the convergence of art, it awakens more diverse aesthetic experiences and expands the therapeutic possibilities to stimulate and awaken emotions and senses. The convergence arts therapy reflects the essence of art, scientific attributes, and social phenomena convergence within arts therapy. Music therapy, art therapy, movement (dance, exercise) therapy, theater therapy, film therapy, photography therapy, and literature therapy, which are the sub-fields of distinct and unique characteristics, are integrated into the human body, psychology, and mental world, thereby working significantly to help the subject (group) restore, maintain, and recover symptoms. At this time, the 'convergence arts therapist' needs the skills to put the functions of a single area of arts therapy in a container called convergence, and mix it well and melt it (Rhee, 2019).

Along with the recently emerged smartphone and media addictions, the psychological and emotional support and new alternative treatment methods are required for the diseases caused by COVID-19, a pandemic for the modern society. That is, it is necessary to interpret, converge, and connect the existing medical knowledge from various angles from a new perspective to address new problems and diseases in a multi-dimensional manner via interdisciplinary studies (Rhee, 2020). From such point of view, the convergence arts therapy focused on human-centered, patient-centered, and patient's symptom improvement may likely offer a new practical alternative to art therapy from the modern society to the future, which may maximize the synergies of human therapeutic possibilities and effects through various forms of art.

### **3. Research Method**

#### *3.1 Research procedures*

The procedures of this study were carried out in a total of 5 steps. First, it was the stage of devising a research plan. To apply the adolescent happiness' convergence arts therapy program appropriate for the subject's symptoms, information was collected through the subject's characteristics, symptoms, and previous studies, followed by which, the direction of the program was set by analyzing it. Second, it was the stage of forming the adolescent happiness' convergence arts therapy program. In this stage, the convergence arts therapy program for adolescent happiness was designed by devising a treatment plan focused on the relevant research review and analysis, program goals and goals, treatment areas, expected effects, and main points according to the subject's symptoms. Third, in stage of the focus group interview (FGI), to verify the validity of the adolescent happiness' convergence arts therapy program, the FGI was conducted targeting 5 experts related to convergence arts therapy. Fourth, the adolescent happiness' convergence arts

therapy program was revised and supplemented based on the results derived via the FGI in the stage of revision and supplementation. Lastly, in the stage of the convergence arts therapy program, the adolescent happiness' convergence arts therapy program was conducted for 90 minutes for the middle school students in D metropolitan city from April through September 2021 targeting the students appropriate for each symptom.

### 3.2 Research model

In this study, the convergence arts therapy program model for the academic and higher grade advancement related stress, damages of school violence, and media addictions youth was structured by combining the 3 main and sub-domains of happiness and the 5 elements of the convergence arts therapy. The 3 main and sub-domains of happiness are the attitude of mind (joy, pleasure, gratitude), lifestyle (goal-setting, savoring, and immersion), and relationship-promoting method (strengthening relationship, sharing, forgiving), while the 5 elements of the convergence arts therapy of subject (group), convergence arts therapist, artistic experience (convergence arts therapy technique and media), target customized treatment plan, and clear purpose and goal setting were set. The convergence arts therapy program's research model designed by applying the 3 domains of happiness and the 5 elements of the convergence arts therapy is as illustrated in Figure 2 below.

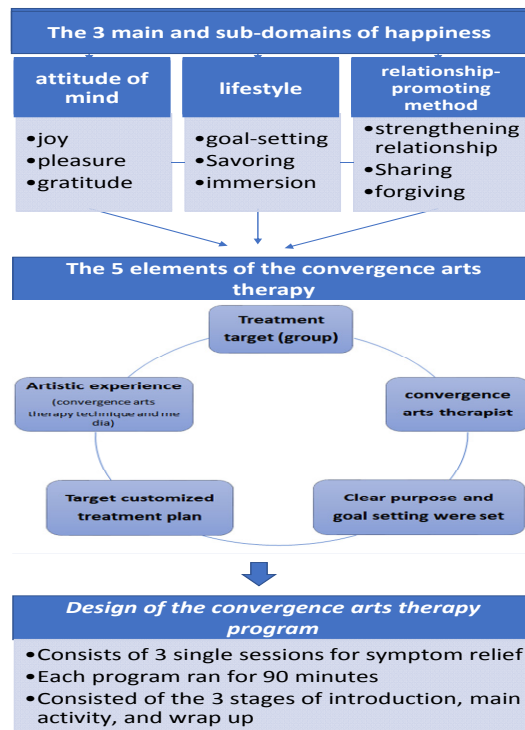


Fig. 2. Research model



## 4. Results

### 4.1 Execution of the FGI

In this study, to verify the convergence arts therapy program for adolescent happiness among the youth, the relevant previous studies were reviewed, and the focus group interview (FGI) was conducted where a group of experts participated based on the program composition appropriate for the target group, and to this end, 5 convergence arts therapists were selected. According to the focus group interview questions, in-depth interviews were conducted on the program composition, direction, and points to be taken into account, and the results of analyzing the opinions of experts are illustrated in Table 3 below.

**Table 3.** Analytical table for the focus group interview questions

Domain	Key questions	Common and personal opinions
Structure of convergence arts therapy program for adolescent happiness	Is this program appropriate for the age, characteristics, and variables of the target audience?	<ul style="list-style-type: none"> <li>• It seems that it is structured with various techniques and media that can arouse the curiosity and interest of the target youth.</li> <li>• It is necessary to configure the difficulty of the convergence arts therapy program for adolescent happiness delicately according to the subject and its symptoms.</li> </ul>
	Is the art therapy domain of this program properly structured?	<ul style="list-style-type: none"> <li>• It is determined that the art therapy domain is structured to suit the patient's symptoms.</li> <li>• Various domains of art therapy are presented by applying food art therapy. However, when considering the characteristics of the target, it is necessary to supplement the focus in consideration of the characteristics of the medium.</li> </ul>
	Is this program structured based on the theoretical model?	<ul style="list-style-type: none"> <li>• The core theory of the theoretical model has been well reflected the program.</li> <li>• The program model for which the happiness factor is applied is systematic.</li> </ul>
Direction of progress	Are the steps for each single session of this program appropriately structured?	<ul style="list-style-type: none"> <li>• It is very important to organize the sessions in consideration of the essential points according to the symptoms of each subject, and the steps of proceeding with each single session of this program are properly structured.</li> </ul>
Caveats and focus	What should be considered, corrected, and supplemented during this program?	<ul style="list-style-type: none"> <li>• It would be better if specific points to be taken into account for each target were presented in advance.</li> <li>• It is necessary to proceed in a safe space to ensure that the patient can concentrate until the end of the program.</li> <li>• It is necessary to present a focus for each session to ensure that various variables can be prepared for flexibly in improvisational situations during the program as well as forming a rapport so that they can interact and empathize with the target audience.</li> </ul>

#### *4.2 Design of the convergence arts therapy program*


In this chapter, it is intended to design a convergence arts therapy program for the adolescent happiness and present a roadmap which may be practically used for the field of middle school. Adolescence is a transitional period from childhood to adulthood, and is also a period of physical, psychological and social development. In particular, youth is an important period for learning the roles of mature members of society and forming interpersonal relationships. It is also a period when the desire to be recognized by others grows very strong. The experiences of the peer group during this period may be seen as pre-experiences of the culture experienced as adults. Learning such an organizational culture in a peer group and acquiring the ability to evaluate one's position and ability within the group has a very important influence when engaging in interpersonal relationships as adults. At this time, the problems most troubled by youth, such as higher grade advancement and academic performance, comprise a very large proportion among the various stress factors. In the school life, youth are exposed to various psychologically and mentally difficult environments, and in particular, undergo difficult processes including school violence and media addiction directly and indirectly.

Each program ran for 90 minutes, and the process was consisted of the 3 stages of introduction, main activity, and wrap up. In the introduction stage, the therapist and the subject were introduced to each other through the greetings of songs via the Hello Song and formed a rapport. In this activity, a program which combines various areas of the convergence arts therapy and happiness components to relieve the main symptoms complained of by the subject was conducted. In the wrap up stage, they shared with each other what they felt, what they learned, and what they practiced. Then, through the Good Bye Song, they said goodbye and finished the program off.

The students of youth, which is a period of strong winds and storms, experience significant stress as they undergo a period of preparing as mature individuals through rapid physical changes, firm self-concept, identity development, and cognitive development, and as they undergo psychosocial changes in connection with learning, vague fears about their career path and future, and social roles. In particular, during such periods, the students experience maladaptive psychological states such as mental burden, anxiety, depression, and conflict due to academic and higher grade advancement related stress. For the youths who experience such academic and higher grade advancement related stress, 'goal setting, immersion', a sub-factor of happiness in 'lifestyle', among the major domains of happiness, was applied for this program. Hence, this program designed a convergence arts therapy program which may improve happiness by improving the major symptoms of youth who are subjected to the academic and higher grade advancement related stress.

This program was designed to help the youths cope with the decline in their academic performance such as anxiety and fear of exams which may occur when their academic performance declines, lack of concentration due to emotional anxiety, and inefficient learning methods due to the academic and higher grade advancement related stress. Table 4 illustrates the contents of the convergence arts therapy program for the symptom relief of the students.


**Table 4.** Adolescent happiness' convergence arts therapy program for the academic and higher grade advancement stress

Name of program	Rhythm holic		
Duration	90 minutes	Therapist	Kim X-Wook
Target and main symptoms	5 to 10 middle school students suffering from anxiety, burden, and lack of concentration due to academic and higher grade advancement stress		
Happiness components	Looks of life (goal setting, immersion)		
Purpose of treatment	Relieve stress in youth and promotes happiness by expanding confidence and positive emotions by combining sub-elements of happiness including convergence arts therapy activities by using various art media and techniques, systematic goal setting, and immersion in studies.		
Goal of treatment	<ol style="list-style-type: none"> <li>1. Improve self-exploration and self-expression, and relieve tension by activating the five senses based on the experiences across various art fields including music, art, exercise, and food art.</li> <li>2. Cultivate positive emotions to cope with stress that may arise through various artistic media and techniques, such as by exploring and discovering one's infinite inner self, setting achievable systematic goals, and immersing oneself in studies.</li> </ol>		
Materials to prepare with	Music therapy percussion instruments (djembe, conga, hand drum, lollipop drum, etc.), mobile phone, parachute, bread, fresh cream, snack bar, chocolate, cereal, scissors, paper plate, etc.		
Activity details	<ul style="list-style-type: none"> <li>- Interact through rhythm motion games, and use your hands and feet to create various rhythmic ASMR sounds individually and play them to the other party.</li> <li>- After making sounds using various objects around you, listen to MR music and play percussion instruments at the same time.</li> <li>- Together, express various rhythms of music through movements through rainbow-kite flying activities.</li> <li>- After expressing feelings with art tools, complete those feelings with food art.</li> </ul>		
Focus	<ul style="list-style-type: none"> <li>- Be careful not to injure yourself when using scissors or sharp tools.</li> <li>- As food therapy proceeds, prepare ingredients by checking the subjects for allergies in advance.</li> <li>- Prepare for various variables to ensure that you can respond flexibly and proceed in an improvised situation during the program.</li> </ul>		
			

According to Article 2 Paragraph of the Act on the Prevention of and Countermeasures Against Violence in Schools, school violence is articulated as “any action committed against students inside or outside of school premises resulting in a physical or mental injury, or damage to property through a battery, assault, confinement, threat, kidnapping, abduction, defamation, insult, extortion, coercion, forced errand, sexual violence, bullying, or cyber-bullying, or with obscene or violent information via an information and communications network.” According to the recent ‘Study on School Violence’ by the Ministry of Education (Ministry of Education, 2021), the proportion of each type of damage was verbal violence, bullying, and cyberbullying in their respective order, while the proportion of bullying increased. Furthermore, the extent of risk of violent behavior among the youth has become significant, and the age of violent behavior is lower than in the past. As such, a program

which applied the ‘Relationship Promotion Act’, one of the main domains of happiness, was designed for the youth who have a low self-esteem and have difficulties in interpersonal relationships due to the school violence. The contents of the convergence arts therapy program for the positive interpersonal relationships by relieving anxiety and negative emotions of middle school students and improving self-esteem through ‘strengthening relationships, sharing and giving, and forgiving oneself’, which are the sub-elements of the relationship promotion method are as illustrated in Table 5 below.




**Table 5.** Adolescent happiness’ convergence arts therapy program for victims of school violence

Name of program	Inner rhythm		
Duration	90 minutes	Therapist	Kim X-Kyung
Targets and key symptoms	4 to 8 middle school students who suffer from low self-esteem and difficulties in interpersonal relationships due to damages of school violence		
Happiness components	Relationship promotion (strengthening relationship, sharing and giving, forgiving)		
Purpose of treatment	Convergence arts therapy activities using various art media and techniques and sub-elements of happiness such as strengthening relationships, sharing and giving, and forgiving are combined to improve psychological stability and communication skills through inner exploration of victims of school violence		
Goal of treatment	<ol style="list-style-type: none"> <li>1. Secure psychological stability via free association techniques for self-exploration and self-expression, understanding others, and interlocking musical imagination and expression.</li> <li>2. Explore and rediscover one’s infinite inner self through various fusion art therapy experiences.</li> <li>3. Improve interaction skills with others and sense of community through group work activities.</li> </ol>		
Materials to prepare with	Musical therapy percussion instruments (djembe, conga, hand drum, lollipop drum, etc.), “Inside Out” - movie clip, colored scarf, battery, coffee filter paper, flower salt, transparent cup, fleshy meat, wooden tongs, anvil, bread string, coloring tools (pastel, watercolor) paints, brushes, colored pencils, autographed pens), A4 paper, etc.		
Activity details	<ul style="list-style-type: none"> <li>- Playing the rhythm relay game, the rhythm is transmitted to the body and interaction is performed.</li> <li>- After watching the movie clips of ‘Inside Out’, select a scarf of a color that suits your various emotions, and explore and express your current emotions and inner rhythm with the scarf.</li> <li>- Express various emotions with watercolor paint on coffee filter paper, make dry filter paper ‘my butterfly’, and draw a space where team members and butterflies can rest.</li> <li>- Wear the flower salt with a color similar to one’s self, and share with each other the message of Dayook’s hope.</li> </ul>		
Focus	<ul style="list-style-type: none"> <li>- As there may be certain targets who show objections to mixing when working with paints on filter paper, guide on how to deal with this.</li> <li>- If you watch the movie “Inside Out” and find it difficult to express your emotions, you can use emotion cards and example photos to participate in the program together.</li> <li>- Prepare for various variables so that you can respond flexibly and proceed in an improvised situation during the program.</li> </ul>		
			

Given the development of modern society’s IT industry and science, and the rapid spread of various information and stimuli unlike in the past due to the development of digital devices, the

youths are exposed to the reckless media environment. In particular, following the interruption of conversations between the busy dual-income families or family members, they spend a lot of time using the media, and the youths with a weak self-regulation are repeatedly exposed to the media, which leads to addictions. Due to the media addictions including the Internet, smart phones, and games, etc., while staying in the online world for a long time, problems such as confusion and escape between reality and the online world have occurred, thereby causing significant issues. For such youths, the convergence arts therapy program was designed by applying the ‘attitude of the mind’ among the major domains of happiness. The sub-factors include ‘pleasure, change of point of view, and not comparing with others’, and the contents of the convergence arts therapy program which may address the problems of interaction with others due to the media addictions are illustrated as in Table 6 below.

**Table 6.** Adolescent happiness’ convergence arts therapy program of the media addicted youth

Name of program	Colorful World		
Duration	90 minutes	Therapist	Kim X-Kyung
Targets and key symptoms	4 to 10 middle school students who are unable to interact with others due to media addictions		
Happiness components	Attitude of mind (joy, change of point of view, not comparing)		
Purpose of treatment	Combine the sub-elements of happiness such as joy in convergence arts therapy activities using various art media and techniques, changing perspective, and not comparing with others, promote and increase sense of happiness by enhancing the self control and social interaction skills for the media addicted youths’ healthy life.		
Goal of treatment	<ol style="list-style-type: none"> <li>1. Apply media and techniques of various artistic fields, and through inner exploration, examine one’s favorite things, and search solutions to addiction factors by maximizing positive emotions.</li> <li>2. Facilitate various sensory organs and improve self-control and social interaction skills through a variety of fusion arts therapy experiences, not only hearing, but also through art media such as by movement, making, drawing, photography, and movie viewing, toward converging and expanding one’s realm of music and art.</li> </ol>		
Materials to prepare with	Music therapy percussion instruments (djembe, conga, hand drum, lollipop drum, etc.), cell phone, balloon, Tangled movie clip, perforated paper, LED candle, ribbon string, tape, scissors, glue, coloring tools (colored pencil, felt-tip pen, pastel)		
Activity details	<ul style="list-style-type: none"> <li>- After making your own voice ASMR on your phone, share it. Listen to your ASMR and guess what it will sound like.</li> <li>- Express emotions and relieve stress by freely flying and throwing balloons with team members.</li> <li>- Watch the movie ‘Tangled’ and make your own wishes, etc.</li> </ul>		
Focus	<ul style="list-style-type: none"> <li>- Be careful not to injure yourself when using sharp tools.</li> <li>- Observe to ensure that balloons do not collide or interfere with each other in the blowing and throwing activities, and the therapist intervenes appropriately.</li> <li>- Prepare for various variables to ensure that you can respond flexibly and proceed in an improvised situation during the program.</li> </ul>		
			

## 5. Conclusion and Recommendations

Based on this study, it is clear that happiness is a very important matter for the human life. In particular, the youths' right to pursue happiness is a task which ought to be observed in their holistic life. According to Jung et al (Jung et al., 2016), many scholars have paid attention to the role of arts and cultural education and activities as a means to increase the happiness index, and have consistently emphasized that the arts and cultural education and activities play such an important role in fostering the youths' social competence. At an important point in time when the fact that the happiness and hope of youth is strengthened through the practical experiences and activities rather than through knowledge learning through school education becomes a reality, it is urgent to create a foundation for the youths' happiness design and enjoyment in the field of school education. Hence, in this study, based on the culture and arts, the single session of the convergence arts therapy program customized for each of the 3 symptoms was designed, which can improve happiness by enhancing the major symptoms of the youths who are subjected to the school life stress, school violence, and the media addictions. This program helps the subjects to consider what is important in their lives, why, and how they feel truly happy when they live with whom and what, and help them secure opportunities to practice it continuously.

In this study, the scope and limitations of the study were set and proceeded as follows. First, the significance was placed on the proposal of the adolescent happiness' convergence arts therapy program for the symptom relief and improvement for the target group. Based on this study, it would be necessary to verify its effectiveness through the future experimental studies. Second, a single session was organized around the core activities to apply the domain and elements of happiness for this research program. Based on this program, moving forward, it would be necessary to materialize it as a multi-session through the various convergence arts techniques and media. Third, the subjects of this study designed the program focused on the middle school students among the youths, but in the follow-up studies, it would be necessary to design a program study targeting not only the middle school students but also the high school students. Lastly, in this study, 3 symptoms were presented in the target group, but in the follow-up studies, it is necessary to diversify the research on the various symptoms of the target group which have emerged and manifested in school life including school violence and multi-culturalism.

In this study, by applying the happiness factor for the convergence arts therapy program, it suggested that the possibility of adolescent happiness that the target youth can feel happiness through various experiences in the course of their lives, but not happiness and hope as the ultimate goal of their lives. Based on this study, it is also hoped that the interest and application of convergence arts therapy in Korea's educational field will be further expanded in the future, and the field research on this matter would further deepen. Furthermore, it is hoped that the convergence arts therapy will serve as a basis for the practical alternatives which may improve happiness through the symptom relief and improvement of subjects suffering from various difficulties in the field of school education.

## Conflicts of Interest

The authors declare that they have no conflicts of interest.

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