

# FENG SHUI

AND YOUR

# CLASSROOM



DISCOVER HOW TO ANTICIPATE  
ENERGY CHANGES AND MAINTAIN  
YOUR EFFECTIVENESS.

VICKI SAUVAGE

# Table of Contents

CHAPTER ONE	5
Introduction	5
Feng Shui	7
CHAPTER TWO	10
Geopathic Stress	10
Electro Magnetic Fields (EMF's)	14
Cosmic Qi	17
Birthdates	18
Cycles	18
CHAPTER THREE	20
Sha Qi	20
Class room layout	20
Negative desk and chair alignments	21
Positive energy configurations	26
Some structural stuff	28
Conclusion	31
CHAPTER FOUR	33
Annual energies	33
Monthly energies	35
Some insights into the 12 signs	36
Birth date and directions	40
Harmonies	43
Clashes	43
Your Birth Year	44
CHAPTER FIVE	46



# CHAPTER ONE

## Energy and all that

*In this chapter we will dive immediately into the exploration of the classroom from a Feng Shui perspective. It is preceded by a brief introduction to Feng Shui and then we look at other environmental factors such as geopathic stress, electromagnetic fields, birthdates and cycles.*

### Introduction

This book is aimed at addressing the flow of Qi<sup>1</sup> or energy in the rooms or buildings that house students and teachers. It can be used by teachers, parents and home educators. This is a subject that has rarely been addressed in the past. Schools and classrooms are usually fixed environments and therefore can be difficult to improve on a structural level but at an energetic level we can do much to ameliorate difficulties and alter the quality of energy or Qi that is present in your environment.

This is intended as a brief book so that you can easily implement these suggestions without having to laboriously decode complicated formulas. Traditional Feng Shui is concerned with form, movement of Qi, cycles of energy and time. We will only be exploring those aspects of these things that can be easily implemented by a novice. Many of the more complicated aspects of Feng Shui, particularly the aspect known as flying star Feng Shui is beyond the scope of this book.

For some people the only understanding they have of Feng Shui is what they have read in some women's magazines or some of the simplistic American texts that are available. Many people do have an intuitive understanding of flows of energy and they certainly know when things feel wrong and when they feel right. In fact this can be the starting point for deeper exploration of energy systems and the flow of Qi in the environment.

Here is a question for you if you are a teacher. Have you experienced those years when everything you do and everything you say to your classroom Your students achieve well, are in synch with one another and you go away from that year with a renewed vigour for your profession and your teaching modality.

What about those other years when the students are constantly sick, they are often unproductive, spin off each other's energy in negative ways and under-perform even

---

<sup>1</sup> Qi is the Chinese word for energy. It covers many things and is very difficult to exactly define.

though *you know* they are capable of better. Well annual Qi flows might be the problem. There is a whole chapter devoted to exploring the annual quality and type of Qi that is present in the annual cycles and how it interacts with your energy system, the energy system of the students and of your colleagues. Of course we should never be helpless victims of these annual energies. With a little forewarning we can become masters of the energy, able to take evasive action and avoid some of the larger, grosser impact of the energies.

Now just imagine, every year, somewhere between 90 to 100% of your students might well be born in the same energy print or frequency *and* you are in harmony with them. Can you see how those cycles might be contributing to the flow of positive energy?

There is another possibility. That is the year when you and your students or colleagues are in clash. How much more of your energy is required just to guide the galloping horses? Wouldn't it be good if you could understand how to harmonise or deflect some of these energies?

In addition to the universal energy flow there are local energy flows which can impact on you and your students or children. There are very real and effective ways that you can ensure the energy flow in your classroom is moving correctly without knocking down the walls!

When we look at the physical layout of the school and the classroom we will look at the following aspects:

The door

The teacher's desk

The students desks

The windows

The plants

Corridors

Reception

Birth dates of both students and teachers

Auspicious dates for energy flow changes

Declining cycles.

## Feng Shui

Feng Shui is the ancient Chinese system of detecting and responding to the energies of the earth and the heavens. It goes way beyond the traditional scientific view to analyse and address the way that humans interact with the energy flow in their environment. It answers the question - why do some rooms, houses, buildings even cities feel threatening, claustrophobic or stuck! The energy in these places just does not feel right and does not appear to flow correctly.

Feng Shui seeks to identify ways to redirect the flow of energy to harmonise environments to suit the needs of the inhabitants.

Science says energy can neither be created, nor destroyed<sup>2</sup>. In Feng Shui we say energy can neither be created, nor destroyed merely re-directed. The most important question is how can we redirect this energy in the most useful and harmonious way to benefit as many people as possible? This is particularly important in a classroom when we have upwards of 2 people, and sometimes hundreds of people involved in the energy mix.

The first rule like medicine is - do no harm and then, harness or re-direct the energy in a simple and beneficial way. Searching for or providing a simple solution is particularly important in a situation like a classroom when there are so many factors which cannot be influenced such as the physical floor plan. We can, however, effect changes in the layout of classroom furniture, the placement of things such as plants, curtains or blinds, whiteboards etc. Other 'furniture' is fixed and requires a requisition and an appointment with the handyman to make any alteration to that particularly energy or Qi, and that is just simply too difficult. I recently did a consultation for a senior teacher who had been moved to a new room. The room is small and has a lovely old chalk board dominating one wall. We wanted to change the colour of one of the walls and when she asked she was told she could not do it herself it had to be done by the handyman and he would be too busy to effect any change until well into term 2!

Another factor to consider in Feng Shui is our nervous systems! We are constantly responding to unconscious cues in our surroundings be they light, sound or even the placement of large pieces of furniture and 'props'. These forms displace the space and, depending on their dimensions, can feel right or feel overpowering. Have you ever had the experience of constantly bumping into the same piece of furniture or have you had

---

<sup>2</sup> The law of conservation of mass was first proposed by Lavoisier a French chemist. To quote Wikipedia – E=MC<sup>2</sup>, derived by Einstein, expresses how mass and energy may be converted. They may be inter-converted but not created or destroyed

students who are constantly doing just that?

What is so important about our nervous systems and how do individuals interpret or store signals? Well of course our nervous system is constantly receiving, decoding and interpreting all information in our environment whether we are aware of it or not. We are constantly sorting out if this or that is an immediate threat to our organism and do we have to go on hyper alert<sup>3</sup> to deal with a threat. Is that input a benign, beautiful, pleasant, soothing, charge? I am sure that these things are very much a consideration for teachers. Do also be aware that you can overstimulate the visual cortex. There is a current trend in junior schools that has all walls an almost garish combination of colours. There are so many stimuli that concentration and quietening of the visual cortex is almost impossible. Remember that we are getting overt and covert or unconscious signals constantly. These contribute to our experience of an environment. Each of us is wired slightly differently – that is - through our unique personal experiences certain parts of our brain are connected together (wired together) in particular ways.

This is such a vast subject I suggest that if you want to read more about Feng Shui, energy and all that then you might like to check out the free ebook *Feng Shui Vibrational Healing– Understanding Qi Part 1* at <http://www.sauvage-feng-shui.com> Or you can purchase the full book *Feng Shui Vibrational Healing – Understanding Qi Part 1 & 2*. You might also like to read some of the dialogues the Dalai Llama had with Neuroscientists on a regular basis for some 7 years. There are several books written by Daniel Goleman which document these discourses and they are very interesting reading.

---

<sup>3</sup> In the psychological condition known as post traumatic stress disorder (PTSD) the trauma is directly related to the force of the charge (the event). Depending on how many parts of the nervous system are recruited to deal with the stress situation will determine the depth of the trauma and can determine the length of time that will be required to rewire the system.





## CHAPTER TWO

### Earth Energies

*Whilst these following factors are frequently discounted by other Feng Shui practitioners and writers I can say categorically that they have an impact on the quality and type of Qi that is present in a room, a building or an environment. They certainly affect the health and well-being of people, animals, insects, trees and other plants. I briefly examine some of these*



*environmental factors below. You will also be given simple ways to address some of these factors.*

### Geopathic Stress

Geopathic stress and electromagnetic stress are other factors to be considered in maintaining a healthy and vibrant energetic setting for yourself and your students.



**Geopathic stress in oak trees note the lean in the trees from the left to the right**

What is geopathic stress? *'As electricity has its electro-stress, so ...earth energies have their effect, which we ... call geopathic stress'* <sup>4</sup> It is caused by faults in the earth, and different salts capable of conducting small electrical charges. In addition these lines can carry water. These factors combine to create stress in vulnerable human beings, animals, insects, trees and plants. In addition there are minerals such as iron which have an effect on the conduct of these electrical charges. Because we are made up of a very large percentage of water and our cells are vulnerable to very small changes in electrical potential these 'emissions' will be more or less deleterious to different people. Of course children are the most vulnerable because their nervous system is so 'plastic' and their immune systems are developing.

How can you tell that your environment is being afflicted by these energies? Firstly you go outdoors looking for trees and plants. If the trees are sick, leaning to one side or fail to thrive or keep dying in that particular place or line. You can then assume there are negative lines affecting your environment. What you will see is different to the signs that you get from neglect. If there is evidence outside then there is a great likelihood that the

---

<sup>4</sup> Cowan, D & Girdlestone R, 1996, *Safe as Houses*, Gateway Books, U.K. Pg 91

internal environment will also be affected. There are only two reliable indicators inside. One is the presence of ants. Where ever you find ants inside you can guarantee they are travelling along a negative line. The other more complex indicator is the behaviour of the students or your personal energy levels which we will address in several places in the book. Above and below, you can see examples of birch trees which have 'moved out of the way' of these energies – all exhibit a deviation in their trunks at the same height.



**Birch Trees in France - note the deviation in the trunks**

If geopathic stress lines converge at your desk or a student's desk, this can cause a variety of symptoms from loss of concentration through to irritability and sickness. Though sickness usually only occurs after long exposure to harmful Geopathic Stress levels, restlessness and lack of concentration can be an immediate symptom. (If people are sleeping in these energies too it can further compound this). For a fuller exploration of Geopathic Stress I suggest you get hold of a copy of "Safe as Houses" and "Water, Electricity & Health" by Alan Hall. In his book Hall states .. *'One thing is clear, exposure to quite low levels of any or all of the three fields [radio, TV, radar transmissions] over long periods of time can cause serious debilitating decline in a range of body functions.'*<sup>5</sup>

As this can be considered quite a contentious area it is useful to gather your own resources. Don Miashe a well respected PhD from Tasmania has published his thesis.

There are several additional indicators of the presence of Geopathic stress. As mentioned above, ants will congregate along negative geopathic stress lines. Cats will be attracted to their favourite negative geopathic stress line(s), whereas dogs and other mammals will avoid the lines altogether. No-one can explain why cats seek the lines and other animals avoid them but it has been observed over the years to be so. If you tie a dog up and they are subject to these stress lines they will be constantly barking and irritable. Children also are very susceptible to these lines. If you find children or students who are constantly tired,

---

<sup>5</sup> Hall, A, Water, Electricity & Health Hawthorn Press 1997, U.K. ISBN: 1 869 890 94 9 pg 13

irritable, lack concentration and their grades fall – look at where their desk is located. Try moving them to a different location (not to where someone else might be exhibiting these symptoms though).



**Birch trees moving to one side to avoid the stress**

Blanch Mertz says - ‘ *Cosmo-terrestrial radiation will create an interaction or a transfer of energy to living matter. The rate of absorption via molecular mutation can run from several seconds to several hours, and in the course of days and years it will provoke a real cellular disequilibrium*<sup>6</sup>



**Cats regularly sleep on geopathic lines**

---

<sup>6</sup> Mertz, B, Points of Cosmic Energy, Saffron Walden The C.W. Daniel Company Limited, 1987 p 17

Correcting these lines is a complex process. There are many proprietary devices available for balancing negative lines but the one that I recommend and use the most is made by Charles Cheesman of [Aetheric Connections](#). Once these lines have been recognised and avoided then harmony can be restored quite quickly. For more information on balancing negative lines in your particular situation, please go to [www.sauvage-feng-shui.com](http://www.sauvage-feng-shui.com) where bookings can be made to access this service.

One way to combat the effect of geopathic stress is to drink pure water. Why? A very high proportion of our body is made of water. It is easy for us to get dehydrated, particularly at the cellular level. When we are dehydrated, our brain function declines. If you are exposed to electromagnetic stressors, you can reduce some of the effects by making sure that you drink sufficient pure, ionically balanced water. I suggest that you ensure that a supply of pure water is available in your classroom. Of course be mindful of kids not sharing cups and other pertinent occupational health and safety issues. If you think that having a good water source in the classroom might be a problem then have an atomiser filled with clean, pure water, and atomise the room several times a day.

## **Electro Magnetic Fields (EMF's)**

This field of study is a complex but important one. One particular area that has yet to be adequately researched is the effect of electromagnetic frequencies such as those used to convey wireless technology. This is very pertinent to the modern schoolroom as new technologies proliferate and have become standard in most schools. What does it mean for the teacher standing in front of a group of students? If you have a concern about these technologies and you believe that the students and yourself might be exposed to excessive EMF's then you can ask for an assessment. An excellent resource is Don Maisch of <http://www.emfacts.com>. Given the recent problems with the ABC's Toowong Studio with the extraordinary incidence of breast cancer amongst their female staff and the statistically significant incidence of brain tumours amongst staff at RMIT these occupational exposures are absolutely not trivial and need to be seriously reviewed by authorities.

## **Positive ions**

Another area that needs to be considered is the effect of positive ions on our ability to maintain focus and concentration. It is well recognised that when positive ions build up in

an inhabited environment then concentration and health decline.

Ions are charged particles. They can be positively charged or negatively charged. Positively charged ions can produce deleterious effects on the human physiology. According to Beasley<sup>7</sup> 'it has been found that the law of optimum stimulation, which seems to dominate all electro-biological phenomena, is also applicable to the influence of air-ion currents. The effect might be favourable up to a certain maximum value, but this changes into a reverse effect if the optimum is surpassed'. Negatively charged ions on the other hand are considered life supporting. 'Negative ions are *odorless, tasteless, and invisible molecules that we inhale in abundance in certain environments. Think mountains, waterfalls, and beaches. Once they reach our bloodstream, negative ions are believed to produce biochemical reactions that increase levels of the mood chemical serotonin, helping to alleviate depression, relieve stress, and boost our daytime energy*'<sup>8</sup>

*'Air brushing past a metal surface is positively charged. Positive ions increase if the surface is heated. As a result, air in the neighbourhood of a functioning iron stove or central heating pipes is rich in positive air ions. Enclosed spaces in buildings, automobiles, airplanes, etc are thought to be frequently over-saturated with positive ions. Steel and concrete buildings act as electromagnetic Faraday cages, absorbing the charges of negative ions. Synthetic building materials, clothing and furniture coverings eat up more; so do the metal ducts covering heating and air condition outlets. The positive static charge of plastics takes care of the rest, so that in a typical interior, the neg-ion count may be below 100 per ccm.'*<sup>9</sup>

For a great description of the effects of EMF's on different people's bodies I recommend that you read Cowan & Girdlestone *Safe As Houses*.<sup>10</sup>

Common sources of positively charged ions in a classroom are:

the type of lighting – (fluorescent lights are particularly problematic),

paints,

fire retardants,

the electrical equipment that now proliferate in the modern classroom

---

<sup>7</sup> Beasley, V, *Your Electro-Vibratory Body*, University of the Trees, 1978 pp 124 – 144. This is a secondary but very useful source, having brought together a lot of research about the subjects of ions, ionization, geopathic stress.

<sup>8</sup> Reviewed by [Brunilda Nazario, MD](#) *Negative Ions Create Positive Vibes* By [Denise Mann](#) WebMD Feature May 6, 2002 <http://www.webmd.com/balance/features/negative-ions-create-positive-vibes>

<sup>9</sup> [www.halexandria.org/dward079.htm](http://www.halexandria.org/dward079.htm)

<sup>10</sup> Cowan, D & Girdlestone R, 1996, *Safe as Houses*, Gateway Books, U.K. Pg 92 – 93 This is now out of print but it is available from Amazon from different sellers.

floor coverings

Floors are often covered in synthetic materials which contribute to the build up of positive ions. Newly painted surfaces and many fire retardant chemicals that are sprayed on so many surfaces particularly electrical equipment also contribute to the build up. Of particular importance is when we have a concentration of electrical equipment such as computer laboratories these will also generate positive ions. In addition the weather also has an impact. During long periods of hot dry weather especially when you also have dry winds you will notice the build up of these ions.

How can you offset or neutralise these positive ions? One way is to use broadleaved plants in the room; of course someone has to water the plants! One variety that I like is from the Dracaena family. The variety 'Janet Craig' sports a tag that says it has been proved to improve air quality by NASA researchers.



**Dracaena Janet Craig**

You can use a water filled atomiser and spray the room to help reduce the positive charge of the ions. You can also, depending on the grade of the class of course, have a shoe free zone and encourage the use of woollen (with no synthetic material) socks or slippers in the room. This helps offset the friction of synthetic soles on synthetic carpet which, in addition to building positive ions also builds static electrical charges. As building concentrate these positive ions then consider having time outside in the fresh air where practical.<sup>11</sup>

There many are ionisers on the market - the one I highly recommend is the ELANRA

---

<sup>11</sup> for a good explanation of the effects of these winds on human physiology and human psychology.  
[http://en.wikipedia.org/wiki/Foehn\\_wind](http://en.wikipedia.org/wiki/Foehn_wind)

## Cosmic Qi

In addition to the above factors there is a unique concept common to Chinese Traditional Medicine, Chinese Astrology and Chinese culture. That is the cycling of energies through various periods. There is the cycle of 180 years which is not pertinent to our current considerations. There is a 60 year cycle which is marginally relevant to this book. There is a 20 year cycle which is relevant to our consideration. There are also double hour, daily and monthly cycles. Some are too complex to go into in this little booklet. The things mentioned here which we are not going to explore are available in another text '[Understanding your Chinese Astrology Chart](#)' which is also available for download.

The annual cycle means that when you are born you are influenced by the quality and type of Qi that prevails at the moment of your birth. This quality of Qi is expressed two ways. One is called the stem and the other is called the branch. The stem has a 10 year cycle and the branch has a 12 year cycle. They come together and will complete their union every 60 years. This means that when you turn 60, the children born that year will have similar energetic forces to you. In addition, the child that is born at the same moment, on the same day, same month and same year will have characteristics very similar to you. There is kind of an energy match. This is different to the western astrological way of thinking.

## Birthdates

Taking the above into account, we can see that your personal Qi and that of your students will have an impact on the energy picture. Some years you or an individual will be in harmony with the annual energy, or you can be in clash with the energy and therefore others, you can also be having a neutral year. We could say that each year brings a certain energetic harmonic that has favourable or unfavourable bearing upon each individual. It is one factor that determines if a person is having or will have a positive or negative year. You know how sometimes you feel as though you are having a great year, you are connecting with all or most of your students and some years you have a shocker, that you just cannot connect, the kids seem to play up and never get things completed, they seem distracted and 'naughty' or off the wall most of the time. Well this sort of behaviour can have some of its genesis in these annual Feng Shui energies or energy flows. You know that old adage "to be forewarned is to be forearmed", well that is



well that is what you can get from this publication. You can go to the [section about birth dates](#) and work out the key years of conflict. You can get a quick view of this in the above mentioned chapter.

## Cycles

In addition to the above mentioned cycles – 60, 20, yearly, monthly and hourly cycles there is the Sheng cycle or the Sha cycle.

### **Declining cycle**

Is your school in a declining cycle? Has any money been spent on the classroom and its resources in recent times? If the answer is no then we must conclude that the cycle is in decline. When the cycle is in decline it is difficult to inject new energies without a considerable re-fit. If this is difficult or impossible then it means that you are drawing on the Qi or energy of first the teacher who uses the room the most, and secondly, the energy of the students.

It is very difficult to motivate anyone in these sorts of situations. You will get lacklustre performances from staff and students. The school will be under-resourced in terms of teaching aids; the teachers and the students will often struggle. It is like there just is not enough food coming into the mouth to nourish the organism.

In conclusion you can see that there are many factors which can have an effect on you, your students and your children. Some of these factors you have control over and others you have no control over such as the physical layout of the school. Those that you can easily influence will be explored in the next chapters.

## CHAPTER THREE

### Energy flow and your Classroom

*In this chapter we will discuss the alignment of desks and chairs, the location of doors into your classroom and rooms adjacent to your room. Then we will explore the flows of energy into your classroom (or the room you are teaching out of). We then go on to explore positive energy flows with several examples. When we are adjusting or curing the situation we are looking for the most harmonious flow of Qi.*

### Sha Qi

Sha Qi describes any flow of Qi that is not beneficial. Sha causes harm. The opposite of Sha Qi is Sheng Qi. There are many forms of Sha – it is produced by objects which are over large, which are compromising the mouth of Qi (the doorways and windows), and are particular shapes. How energy flows, its speed and its path are also going to either be Sha or Sheng in their movement or trajectory. Sha or negative Qi will affect different people in different ways.

### Class room layout

There are flows of energy that bring more harmony and others that create problems for people. You can 'overcome' the energies if you are strong or apparently insensitive to these energies. But in doing so, you have to use a lot of your personal energy system to bring about balance which could be better put to creative use or to support yourself and your students. Give yourself a break – test this out and see what your results are. Make some of the changes suggested below and see if they change how things work in your classroom.

It is rare for teachers and students to get a say in the physical construction and arrangement of their classrooms. The door is where it is, the windows are where they are, the blackboard / white board is where it is – there is no flexibility! The things we cannot change we must accept. We can however direct the energy by placing the desks and chairs of students and the teacher in a more auspicious place, a place that introduces more harmony and balance to the room. Here are some things that we can look at which will bring a greater degree of control to you.

We are going to look at specific examples of bad energy or Qi flow. There are some possible structural layouts in the classroom that can cause or magnify negative energy. Most of these problems centre around how desks and chairs are orientated in regards to the door. These set ups can be easily adjusted. Before we start here are a few questions for you to ask yourself.

Is the door compromising the flow of energy in your classroom? Is your desk set up in a conflict position?

Where are the windows placed relative to your desk, the students' desks and the door into the classroom?

Have you got plants in your classroom – did you know that they can modify the energy present in any environment?

Do the corridors outside your classroom run long and true and end up in the school yard? Do the kids run up and down these corridors and are they constantly being scolded for running?

Does the door of the classroom opposite open directly into your doorway?

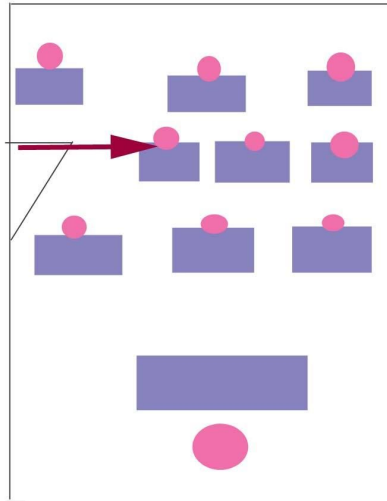
What is the flow of energy in the staff room like? Are your colleagues argumentative and disharmonious or are they able to support each other and the students?

## **Negative desk and chair alignments**

When people are set up in negative energy flows it takes so much more energy to keep on doing your job. You know the feeling, at the end of the day you feel wrung out and completely exhausted. You go into the staff room and fill up on coffee, biscuits (preferably chocolate) or the cake that someone brought in for a treat. You felt like you could resist from morning tea to lunch but now in the afternoon there is no more resistance.

The students are cranky and everyone is just waiting for the clock to tick over to be released from the prison! Ever felt like that?

### **a. Sha Qi to student's shoulder**



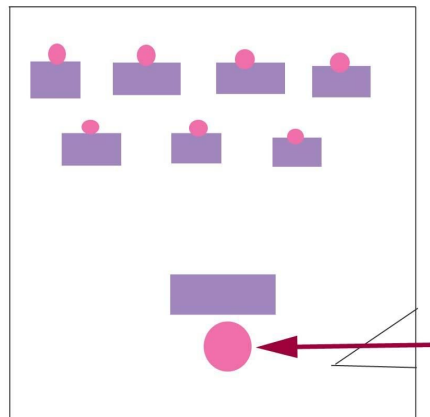
**Sha Qi to student's shoulder**

There are two aspects to this set up. We need to look at the orientation of the teacher's desk and the students who sit in the flow of energy from the door.

This situation the negative, strong and fierce energy is coming through the door and hitting the students in the front row in the shoulder.

This will usually contribute to negative behaviour from those students – seeking to disrupt those around them in an attempt to dispel the full force of qi. It will be difficult for you to keep control of the students because the energy flow is so strong.

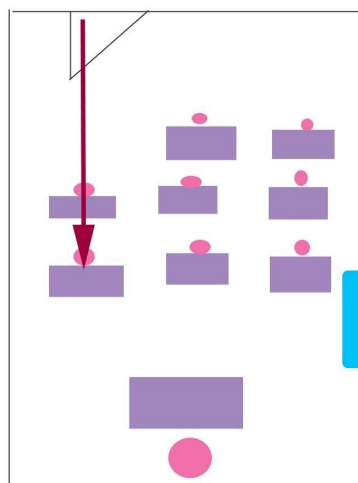
## b. Sha Qi to teacher's shoulder



Sha Qi to teacher's shoulder`

In this example the teacher's desk is under pressure from the strong flow of energy from the door. Even if you move the desk further along the wall you will still be undermined. This will contribute to back pain, probably the undermining of your position amongst colleagues and difficulty maintaining discipline and order in the classroom. You will also be more fatigued at the end of the day. It could be seen as a factor in the build up of stress related disorders.

## c. Sha Qi to student's back



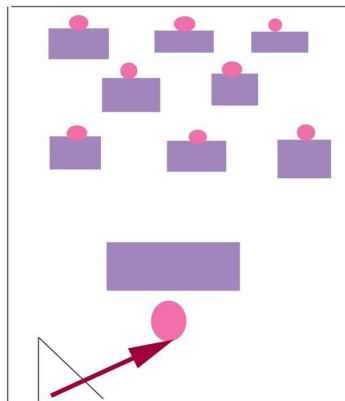
Sha Qi to Students backs

In this example the student(s) in direct line with the door will have their energy and concentration undermined. They will be fatigued and unable to concentrate because of the flow of energy to their back. This is a serious compromise. No-one should be placed

with their back to the door.

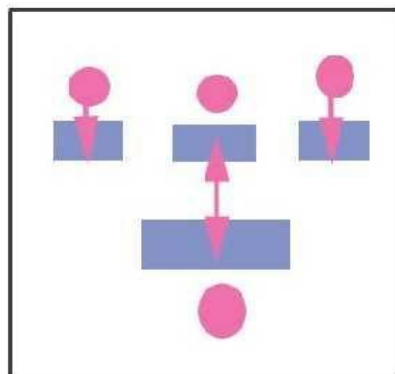
#### d. Sha Qi to teacher's back

In this example the teachers desk looks like it is not seriously threatened by the open door, but it will still get the full brunt of the yang chi moving forcefully into the room. It is not regarded as an auspicious energy configuration. It contributes to destabilisation of the figure of authority.



Sha Qi to teacher's back

#### e. The Conflict position



Sha Qi from teacher to student and back again

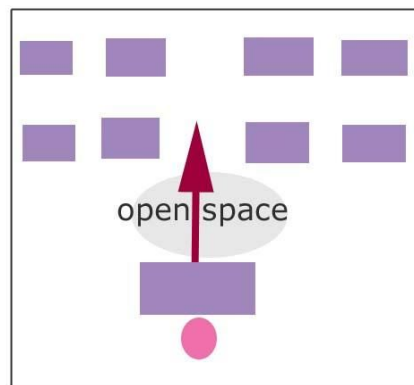
This is one of the worst alignments of desks and chairs in what is called the conflict position. This occurs when you are directly 'staring down' a student. This will have the greatest impact on the child or student who is directly in front of you.

If you have the option, don't set yourself up in the conflict position. If you are directly confronting the student by being continually face to face with them, then you will 'invite'

conflict. Another possible outcome is that the student in the line of fire will become timid and nervous. They will feel paranoid and that they are under scrutiny all the time.

There are some room layouts that will bring greater disharmony. If you find yourself confronted with one or other of these layouts, see if you can arrange things so that you and your students are placed in the most favourable positions which you will find in the following pages.

To address this situation make sure that there is enough room so that you face an open space as below.



**Resolution of conflict**

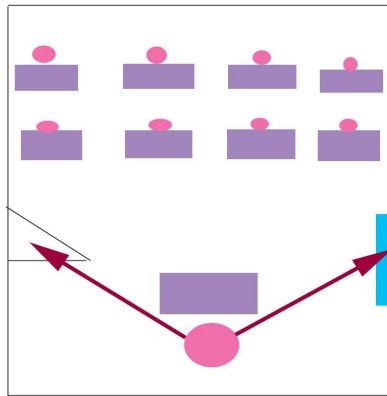
Ensure there is sufficient room between your desk and the first row of student's desks so that you will not be in the conflict position.



## Positive energy configurations

We have dealt with some common negative energy flows. Now we will look at some positive energy flows or how to offset some of the negative energy flows. We will use simple things that may well already be in your classroom, or that can be easily introduced to bring balance.

### a. Command of door and window

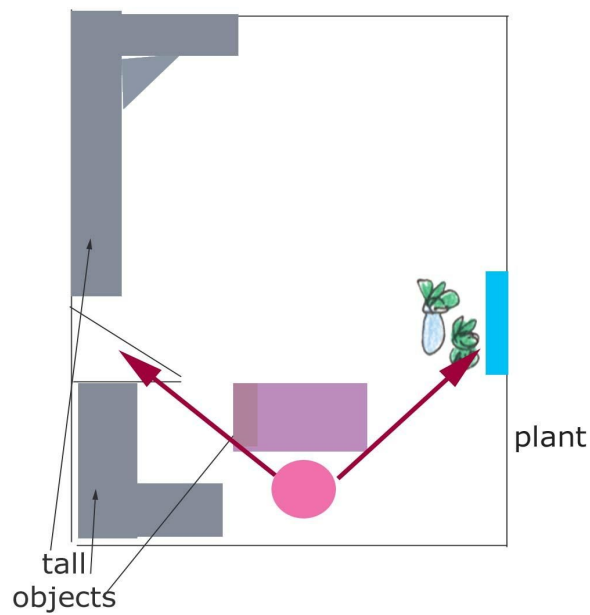


Good position command of door and window

In this situation the teacher's desk is placed so that their back is supported by a solid wall. This wall should not have too many visual distractions directly behind the teacher's back.

They have command of both the door and the window. There is sufficient distance between the teacher's desk and the students in the first row so that the desks directly opposite the teacher's desk are not 'confronted'. This is the first of the power positions.

## b. Balancing yin and yang



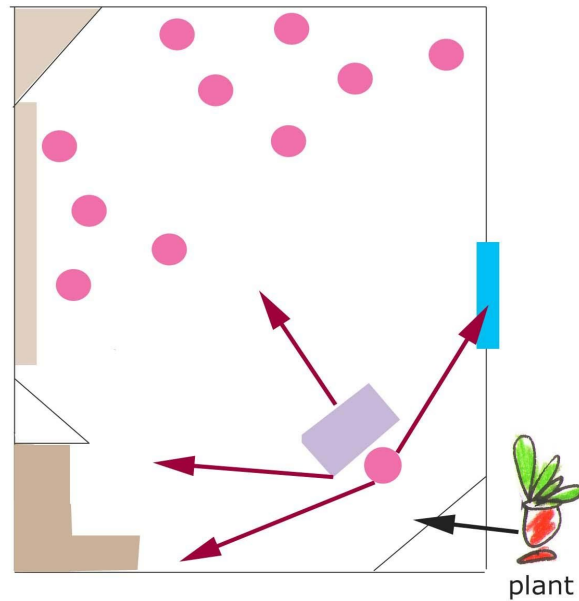
### Balancing yin and yang

In this example we are using furniture to further enhance the balance of the yin and yang aspects. The yang side is the left side viewed from the position of the teacher's desk. The position of power is maintained with the addition of a plant to slow the movement of qi through from door to the window. This is called escaped qi and will contribute to a loss of energy.



Humble Administrators Desk Suzhou China note the placement of the objects on the desk

## c. Desk adjusted to accommodate door placement



#### Adjusting the placement of desk to protect teacher and balance the yin and yang energy

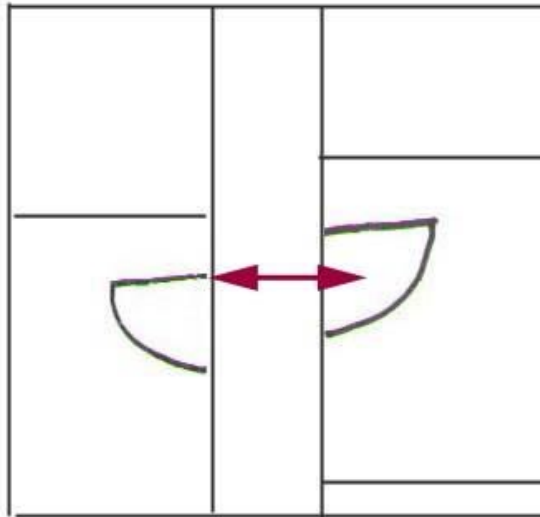
In this example the teacher's desk is pulled right away from the flow of energy from the door. We are still using furniture to balance yin and yang. The desk is placed at an angle to bring support to the teacher's back. We would use a screen or piece of furniture to provide further support. Put a plant in front of the screen to soften the energy. Note the placement of screens across the corners behind the students in the upper left corner and behind the teacher's desk in lower right corner. The screens can be pin boards or beautifully decorative screens.

### Some structural stuff

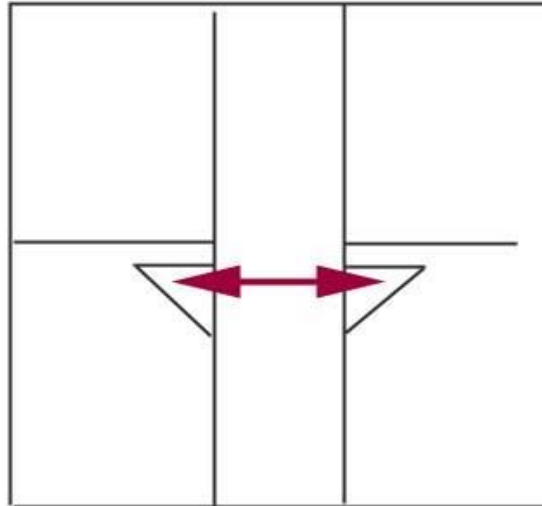
If you are lucky enough to be involved in the layout of or design of a new school or a new wing then look out for some of the following situations. Of course if you can engage the services of a professional Feng Shui practitioner that would be even better.

## Placement of doors

Ensure that your classroom doorway is not split in two by the door to the room opposite. This means when you stand in the doorway of your classroom your vision is not split in two by the placement of the door opposite.



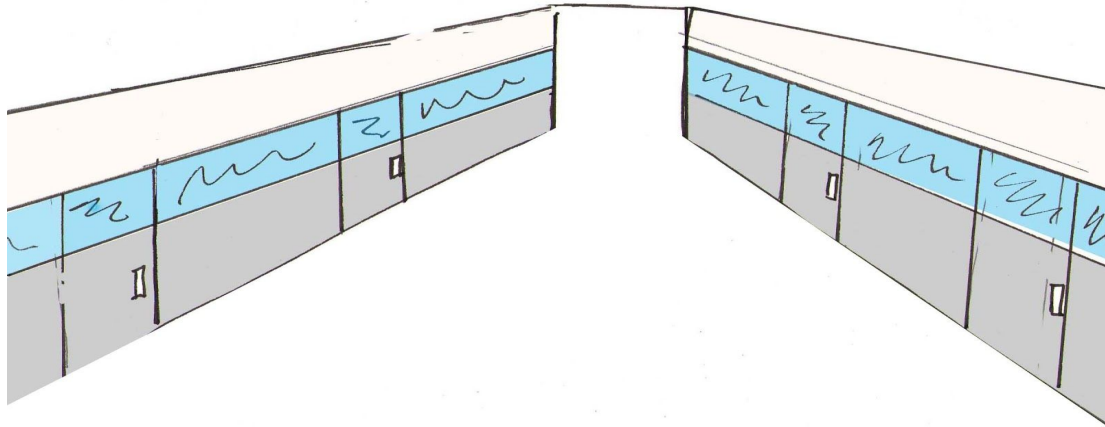
Door Sha – doors offset from each other so they split the vision



Door Sha - doors directly opposite each other

opposite each other. They should be offset by at least the width of the door. This will also mean that when children are discharged from the classrooms they are not 'colliding' with each other.

## Corridors



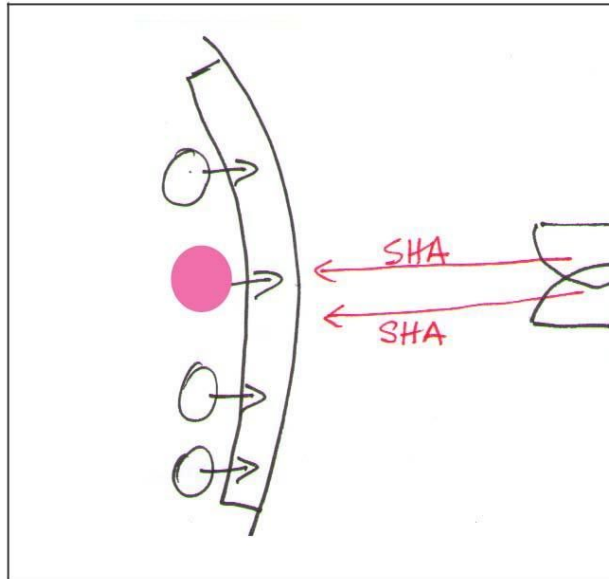
**Long corridors with doors opposite each other and often boring colour schemes**

Often schools are laid out with extremely long corridors, rooms and doors set directly opposite each other. They are usually loud because they do not have any acoustic reducing products. They also discharge students into the same space, often at the same time. These things usually contribute to conflict. Visualise it as the convergence of rivers – where rivers converge a great deal of turbulence is created.

To offset these things you could use different colour schemes to break up the space. Use modern materials with good acoustic qualities. Use a completely different design around which to provide function and efficiency. Most schools are currently designed on a barracks model!

## **Reception**

Is the reception in your school immediately opposite the front door? If it is, this puts the receptionist(s) in a conflict situation. This could result in a high turnover of reception staff, frequent problems or sickness. Reception staff, in most environments, are the 'face' of the school. They often bear the brunt of displeasure or disapproval or even violence.



Reception directly opposite main doors

## Conclusion

You have been introduced to the flow of energy in your classroom. You have seen some examples of possible negative energy set up. You have also seen some examples of the positive set ups. You will note that the resolution or amelioration of the problems is simple and does not call on any additional resources. This means that it will not be so difficult to adjust the energy. I wish you well implementing these suggestions.



## CHAPTER FOUR

### Other types of Feng Shui Energies

*In this chapter we will explore the impact of internal and external energies. The influence that one's birth year has on how you experience your surroundings and your interactions with others. There is also an exploration of the harmonies and clashes with these energies.*

### Annual energies

<i>Zodiac animal and compass direction</i>						
Branch or zodiac animal	Rat	Ox	Tiger	Rabbit	Dragon	Snake
Compass direction	North	North east	North east	East	South east	South east
Branch or zodiac animal	Horse	Sheep	Monkey	Rooster	Dog	Pig
Compass direction	South	South west	South west	West	North west	North west

Every year the energy cycle changes bringing a new frequency or vibrational state. There is also a dominant direction from which the energy flows. For example 2008 was the year of the earth Rat. This means that the dominant energy was arriving from the North. There are also directions from which disharmonious energy flows. Why? Because, each year one of these directions or branches is in the spotlight. This is what is meant when you hear that the new Chinese year is the year of the Golden Dragon, or the Wood Horse. It means we have passed into another type or quality of energy. Each type of energy harmonises with certain other energies, but has a disharmonious relationship with others. The key to ensuring that you are successful in any year is in how you address these forces. For example in 2008 the direction of the horse is in conflict with the Rat. The Horse is located in



the South. North and south are directly opposite each other on the compass. The South will be under strong negative influences. You will find that each year the focus rotates in a clockwise direction. The place that is 180 degrees opposite is under extreme negative influence. This will be further explored in monthly and hourly energies. You can go take a peek at the integrated table now. [\(Page 35\)](#)

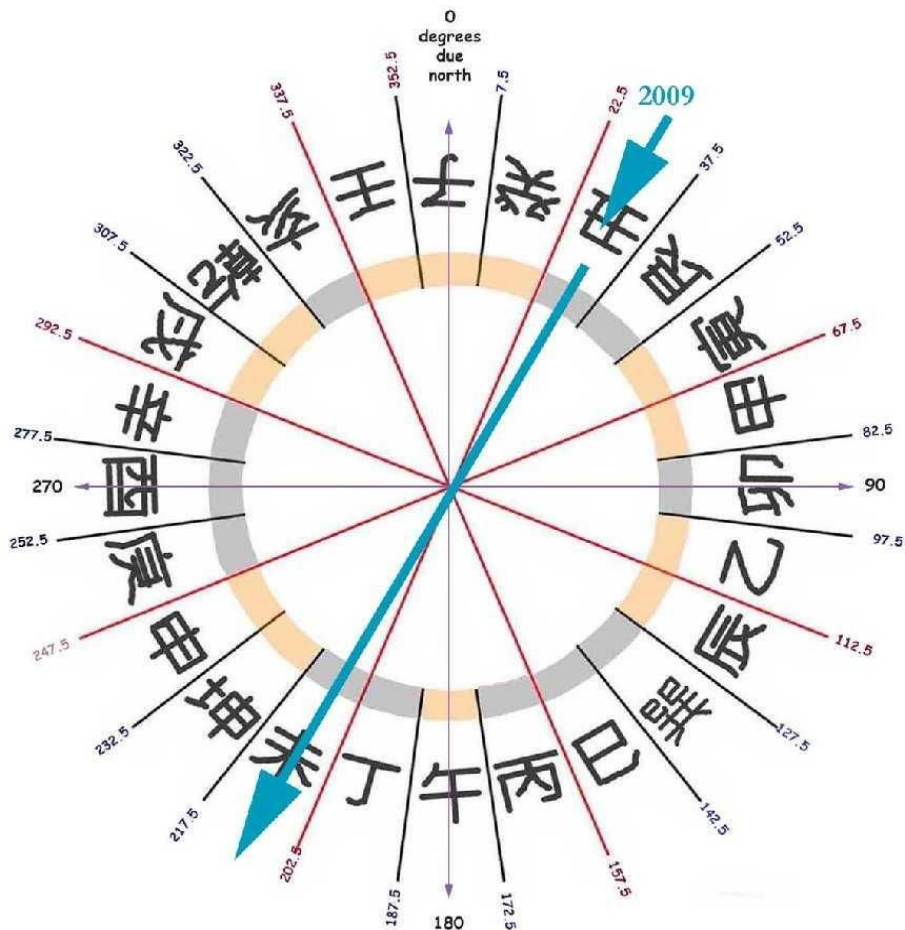
These qualities of Qi last for 12 months. The subsequent year will bring the focus to the next animal sign and therefore compass bearing. For example in 2014 we will be in the year of the horse, so the dominant energy will be coming from the south. The horse is located in the south of the compass. The direction that is directly opposite the horse is the rat. This means that in 2014 the energy from the north and the south is very strong. The horse and the rat are in opposition with each other. This means that in 2014 if you are a rat you will find that the year will be a challenge. If you are willing to 'engage' this energy you will grow in resilience and fortitude. If you are in a position to watch these kids evolve through several years you will see that suddenly they hit a wall or go into a holding pattern. If you look at the charts carefully you will see that in Australia we have kids come into their oppositional year at key times. At age 6 they are in their first directly oppositional year. At age 12 they come into their first 'return'. They will revisit some of the energies present in the year of their birth. At age 18 they usually do their exams for entry to University. Interesting timing!

In the Southern Hemisphere occasionally you will have kids who fall outside these signs. Kids who started school a little earlier or a little later may well not come into these conflicts at the same time as their peers. You should watch out for the kids born January to Feb 3<sup>rd</sup>. They belong to the year previous because the Chinese Solar Calendar starts February 4.

In the Northern Hemisphere you will find this situation much more often as your academic year starts after the summer holidays. I am not so familiar with your intake policies so please apply your local knowledge to the interpretation of these energies.

Below is a chart of the compass bearings and the Chinese Zodiacal Animals. There are other signs on this compass which you do not need to understand.

For details of how to offset this energy please visit [www.sauvage-fengshui.com](http://www.sauvage-fengshui.com) and sign up for the annual and monthly newsletters. There you will find an in depth exploration and explanation of these energies. You can then be alerted to the energy flow of the year and the additional monthly energies.



Feng Shui Compass showing the flow of energy for 2009

## Monthly energies

Each of the months is also associated with one of the 12 zodiacal animals. This has very significant impacts on you as a teacher, a student or a home educator. This means that if you are, for example, born in the year of the Tiger (1950) and have a class of students born in the year 1992, you know that these students are going to really test your mettle. In addition the months of February and August can bring a lot more restlessness and illness related to the head, mind, liver and gallbladder. Be aware of the energetic pitfalls and make sure that you are able to protect your energy system. You can then pace yourself through the year and avoid periods of illness. You can go to the [chart on page 42](#) and check out what your animal sign is and then in what year the focus will be on your sign again.

## Some insights into the 12 signs

I will expand this a little more. They are very important to conserving your personal energy.

## **Rats**

Rats are very diligent and attentive to detail. They make extremely good PA's, middle managers, accountants and teachers. They are fair and are very good parents and providers. They are suspicious of new things and will take a little while to warm to changes. They really love to nibble on snacks, so giving them time to nibble is important. They also find it very difficult to throw out anything. They will need help in deciding what to keep and what to discard. This means at the end of the year, or when putting together a portfolio they will be very ambivalent and unable to differentiate between what is good and what is average. It is not that they lack talent or the right discerning eye it is just their prudent natures to conserve and put away for rainy days. They can be really nervous too so watch out for their nerves when they are scheduled to do a performance.

Famous person born in the year of the rat - Elizabeth H. Blackburn 26<sup>th</sup> of November 1948.

## **Horses**

The Horse, which is posed opposite the Rat, is rather keen to be seen. They like to walk up and down the fences of the paddock showing off their body. They can be very restless and unable to settle to any task. They do well when challenging their body but will not necessarily be in it to command the sport but rather to feel the exhilaration of movement.

They can be very charming and lively, gregarious, honest and genuine. They can be excited by new discoveries.

Famous person born in the year of the horse - Josaia Voreqe Bainimarama, CF, MSD, OSTJ, Fijian Navy, known commonly as Frank Bainimarama 27<sup>th</sup> of April 1954.

## **Ox**

The next animal in the zodiac is the Ox. Many people are unable to see the unique qualities of the ox. He is often plodding away at the task he is set. She will be seen huddled over the lesson very diligently attending to her homework (often well before it is due). They are resilient and robust. They will never give in. The Ox actually stands in front of the farmer when the field is to be ploughed. They are much maligned and trivialised but they are not so. They can be mundane but they can lead the most powerful nations of the world.

Famous people born in the year of the ox. Napoleon Bonaparte, Barack Obama and Julia Gillard are all oxen.

## **Sheep**

The Sheep (also known as the Goat) is posed opposite the ox. The Sheep is quiet, retiring and often seen to be timid and unable to leave the flock. This is not accurate. Sheep actually have an extremely sophisticated facial recognition system. They are often quite fine boned and a little delicate. The goat likes to stand on any little elevation in the field. They stand on a rock or a tussock of grass craning their necks to oversee what is going on around them.

They are gentle, trustworthy, and resilient. They don't like change and need to be led to it gently.

Famous people born in the year of the sheep – Pamela Anderson born 1<sup>st</sup> July 1967

## **Rabbit**

The Rabbit is the most private sign. He will be very guarded about sharing personal information and needs to run away into the burrow often. As little ones they will like hiding in cubbies, in little corners and snugs. They can be eloquent and make great parents. They like to nurture and protect others but like the Rat can be very nervous. Because they like to guard their privacy you will not always get to the bottom of what is ailing them. If they are being bullied they are unlikely to tell anyone, preferring to handle the situation themselves (often without success as they can lack perspective because they never seek others input). They are susceptible to stress related disorders.

Famous people born in the year of the rabbit – Drew Barrymore, David Beckham, Jamie Oliver.

## **Rooster**

The Rooster is posed opposite the Rabbit. There are two types of Rooster. One who will research very thoroughly and speak with great conviction and passion about things that move them. On the other hand they can be really superficial and brag about what they have done or what they are going to do. They can be the prophet or the false prophet. Because a farmyard with too many Roosters is a very noisy and querulous place having a

room full of roosters is going to be a very difficult. There is likely to be a lot of noise and very easily the volume can become unbearable. There are several factors to be considered here – the possibility of bickering and of verbal abuse. One of the ways to help focus Roosters is to encourage them to sing, to use their voices in a harmonious and constructive way. They are also often good linguists.

Kevin Rudd is a Rooster, as too Tony Abbott, Eric Abetz born in 1957 and born 1969 Cate Blanchett, Renee Zellweger, Jack Black, Jennifer Aniston.

## **Dragon**

The Dragon is very lucky. They are also naturally charismatic and are usually very happy to be in the spotlight. They are very inquisitive and take on new tasks willingly. They are enthusiastic and energised. They can carry projects from the 'I've got a good idea', to the 'here are the people you need to get your project off the ground'. They can appear arrogant when they are in the spotlight. This is not a trait to be knocked out of the student. These people make great performers and great ambassadors for the subject they embrace. They are brave and will never shy away from a challenge. They can also bring a good mind to help resolve difficulties for their friends. They can become intolerant of others who cannot bring the same enthusiasm and stamina to projects. Because the Dragon is associated with earth they can also be a little too stubborn.

Famous Dragons: Ashton Kutcher, Josh Harnett born 1978.

## **Dog**

The Dog is honest, loyal and dedicated. They love the truth and will pursue it to the extreme end of the earth. Dogs can become over-critical when they think that they do not have all the information they need or want. They can also be a little too blunt and lack sensitivity to the nuances of any given situation. They are able to sense what is happening underneath the situation, and can be overwhelmed when told of things over which they have no control, such as natural disasters. They can lack the ability to switch off and relax. As a teacher or a parent you have to help them realise that they are not responsible for everything that is going on around them.

Born in the year of the dog are: Andre Agassi, Matt Damon, Claudia Schiffer, Ethan Hawke – all born in 1970.

Finally we will deal with the 4 travelling signs.

## **Travelling signs – Tiger, Monkey, Snake and Pig**

The Monkey and the Tiger are very restless signs. They share this with the Pig and the Snake. Knowing this what can you do to offset these tendencies?

### **Tiger and Monkey**

Both the tiger and the monkey will require a lot of freedom to 'explore' the world. They are very keen to use their bodies to explore and to gather information. They are also likely to be more kinaesthetic learners. Give them more excursions or more outside time. Enable them to use their physical bodies as often as they use their minds. Tigers and Monkeys can also be poor at finishing tasks – with a strong desire to move onto a new topic or subject. They can also be very fast learners, so do not plod or spend time going over stuff that they have already got. The Monkey is also more inclined to be a climber. This is a very important brain development requirement and if they get a lot of time on climbing equipment this will be very useful. Even if you are teaching older students, this is still relevant.

### **Pig and snake**

Snakes are very intuitive and often good athletes. They love to stretch and curve their bodies and take in the sunshine. They can be a little tardy and may often be late to school because they just could not leave their beds on time. If you are struggling to come to terms with some kids personalities, and they are Snakes then they are probably 'reading your mind'. Believe it. You will have to develop techniques and skills to 'see the Buddha' in each of them. They also like fine clothes and good quality things. They rarely settle for second best and will wait until they can afford something special. Snakes are also restless and like to be on the move physically.

Pigs usually love food and dining with others. Talking over food, allowing them to 'host' lunch or 'parties' is a way of allowing them to express their personality. They are also restless and like to move around a lot. They can struggle to express themselves verbally, so give them other opportunities to express themselves. More than one Pig together can be pretty tricky and some years you could have 20 or 30 piggies in your classroom. Well this will be a year where you have a lot to sort out and the internal politics of your classroom will be constantly shifting. Spend time developing social programmes and things that take their attention away from their own desires.

Below you can find a table that helps you find out your animal sign about the signs of your students, friends and colleagues.

It is important to know that the type of Chinese Astrology that I practice is based on the solar calendar. The solar year starts, with a few exceptions, on the 4 of February each year. The astrological month start between the 4<sup>th</sup> and the 8<sup>th</sup> of each Western month. You can keep track of when the month changes by subscribing to the monthly or bi-monthly newsletters.

## **Birth date and directions**

You should have enough information to decide what year you were born and thus the month and the hour that brings the greatest challenge for you energetically.

Birthdates are an essential part of Feng Shui. They determine what energy a person was born under and thus what energies they harmonise with and also those that do not harmonise with. Feng Shui is all about ensuring the energies of a building or place are beneficial for its inhabitants. Birth dates tell us which types of energies will harmonise with different people. Therefore birth dates are essential to correctly applying Feng Shui to the classroom. Below is a table that will help you figure out the type of energy or 'animal' that someone is born under and thus the type of energy they are most in harmony with.

If either of these dominant annual energies matches your year of birth then you will be in harmony or clash with the dominant annual energies. Below I look at integrating the information about your birth energies and the Qi of your classroom.

The placement of the door to your classroom and the direction it opens to are very important considerations. You can see that if the door opens to the direction of the Dragon for example, and this is a year that belongs to the Dog, then the door is in clash with the dominant energy. Now let us add another factor to this – that you are born in the year of the Dog and the students are born in the year of the Dragon. You can see that there is a probable huge impact on your energy. Now, we cannot change the door to your classroom. But you can start to take care of your own energy system. Take care of your stress levels. Make sure that if you are due for your long service leave, for example, that you don't just battle on – take leave. Ensure that you are healthy and well nourished and well hydrated.

At other times these energies will be extremely beneficial. When you, the students and the

door and the year match – watch out universe! Anything is possible.



## Years, months and animal signs

Year	Year	Year	Year	Year	Year	Animal	Month	Direction
1948	1960	1972	1984	1996	2008	Rat	Dec.	North
1949	1961	1973	1985	1997	2009	Ox	Jan	N.East
1950	1962	1974	1986	1998	2010	Tiger	Feb	N.East
1951	1963	1975	1987	1999	2011	Rabbit	March	East
1952	1964	1976	1988	2000	2012	Dragon	April	S.East
1953	1965	1977	1989	2001	2013	Snake	May	S.East
1954	1966	1978	1990	2002	2014	Horse	June	South
1955	1967	1979	1991	2003	2015	Sheep	July	S.West
1956	1968	1980	1992	2004	2016	Monkey	August	S.West
1957	1969	1981	1993	2005	2017	Rooster	Sept	West
1958	1970	1982	1994	2006	2018	Dog	Oct	N.West
1959	1971	1983	1995	2007	2019	Pig	Nov	N.West

Look up the chart to determine your Chinese Zodiacal animal and those of your students.

How can you figure this out? Get a small orienteering compass. Make sure that the door to your classroom is **not made of metal**. Close the door. Stand in your classroom. Put the compass against the inside of the door. Mark down the direction that you find. Go to the diagram on page 25 and find out which of the 24 segments your door falls into. Look at the chart above - if it corresponds with one of the 12 Zodiacal animals (branches) then you will know that twice every 12 years your door will be influenced by these annual energies. You can also see that there will be 12 possible readings where there will be no such 'confluence'.

Over page is a chart which outlines the zodiac sign that you will clash with and the ones you will harmonise with. You will clash with only one and you will harmonise with two. There are other combinations which are taken in to account when doing a full astrological chart but these are the primary harmonies and clashes.

## Harmonies

To help you understand the types of interactions outlined in the table above, we will look at an example. You teach grade 1 students. You are born in the year of the Sheep, 1967. Your first years of teaching seem to go well but eventually, at the age of 36 you come into a return cycle (2003). Your students are 6 or going on 6. Looking at our chart above you find that the students in your classroom were mostly born in the year of the Ox (1997). This sign is in clash with the Sheep. It seems that everything you present to the students meets with resistance. They are in clash with you and you are in clash with them. You come home from work exhausted and frustrated.

You would find that in the months of the Sheep and the Ox the situation is worse. These months are January (thankfully this is the holiday time in Australia) and July. In addition, the hour of the Sheep is 1300 hrs to 1500 hrs. Knowing this you can take evasive action. Ensure that you find ways to break deadlocks or stand-off situations. When presenting information to Ox's you need to find ways to overcome their resistance. It is also helpful to know that resistance peaks at 1300 – 1500 hours (1pm – 3pm). Ensure that they have tasks that contribute to developing mindfulness, peace, relaxation and harmony at these times. Try to work **with** the universal energies.

## Clashes

Every 12 years you will come into clash with your direct opposite sign. This means that you may find that the issues you need to address in your life will come into sharp relief. There are those years that Queen Elizabeth of England called Angus Horribilus. We have to have some resources to understand what those times might be and to anticipate and thus forearm ourselves. When these years and months arrive we are able to take evasive action.

You can take your long service leave, you can take sick leave when you are feeling overwhelmed. Make sure that you do not take on additional responsibilities. You take it easy; you have time out when needed. You can see from the chart when the impact will be at its most intense.

## Animal Signs, months and double hours

Animal	Month	Hour	Animal	Month	Hour
--------	-------	------	--------	-------	------

Tiger	February	0300 - 0500	Monkey	August	1500 - 1700
Rabbit	March	0500 - 0700	Rooster	Sept	1700 - 1900
Dragon	April	0700 - 0900	Dog	Oct	1900 - 2100
Snake	May	0900 - 1100	Pig	Nov	2100 - 2300
Horse	June	1100 - 1300	Rat	Dec	2300 - 0100
Sheep	July	1300 - 1500	Ox	Jan	0100 - 0300

Look up your month of birth and your hour of birth

## Your Birth Year

Below is a table that outlines the common harmonious and discordant relationships between animal signs.

### Harmonious and discordant relationships

#### Harmony signs

rat + dragon + monkey
ox + snake + rooster
tiger + horse + dog
rabbit + sheep + pig

These signs harmonise with each other

### clash signs

rat clashes with the horse
ox clashes with the sheep
tiger clashes with the monkey
rabbit clashes with the rooster
dragon clashes with the dog
snake clashes with the pig

**These signs clash with each other**

This calendar is a solar calendar and commences on the 4th of February each year. If for example you are born Feb 3rd 1948 you are actually a pig not a rat but you might have some characteristics of the rat.

## CHAPTER FIVE

### Summary

We have looked at a range of earth and cosmic energies. We have looked at the subtle energies that are generated out of the earth and the energies generated out of rhythmic cycles.

In the booklet we have looked mostly at the hourly, monthly, yearly and 12 yearly cycles. There are others as mentioned but they cannot be covered in this little volume.

I hope that you go away from this book with some resources with which to understand the interplay of some the cosmic and earthly factors in your life, the life of your students and even the parents of the students. As everyone is believed to be influenced by these flows of qi you can see that the analysis applies to everyone you know and come into contact with.

In addition, there are directional influences. These directions bring a certain type or quality of qi that will have an effect on the harmony and the study outcomes and health outcomes of your students. If you know what those energies are then you can take evasive action and help reduce the effect of these energies on your life and the education outcomes of your students.

So, to get the greatest advantage from Feng Shui:

Take a good look at the classrooms you spend the most time in.

Know where the annual energies are coming from and who is being supported and who is not.

Ascertain the birth year for each class group and determine the most auspicious actions you should take – e.g.; adjusting the types of activities you offer your students, recognising the times of potential challenges for your students.

Avoid inauspicious layouts for your classroom.

Avoid having your back to a door or window, and ensure that the students are not exposed to this situation.

When planning for the year ahead, do this – look at the direction of flow

of the annual energies. Look at the students coming into your class this coming year. Are they going to be a challenge or are they going to be a delight! Are you going to hum together or not? Spend some time thinking about how to adjust your teaching style to help overcome the obstacles and make appropriate adjustments.

For more information, free advice and access to newsletters visit <http://www.sauvage-feng-shui.com>

Utilising positive energy in our personal and professional environments can only add to our success and happiness, not to mention our health. In choosing to create harmony within your environment you are adding to a sense of calm, progress and clarity for yourself and most importantly for your students.

Finally I want to say – I have three children. I have found that all the teachers my children have had (with the minor exception of one), have been thoroughly dedicated and committed educators. All were talented and I believe my children have benefited enormously from their energy. I do hope you get a little back from this modest volume.