

Sleep and Recovery Reference

Mat Manual companion guide to "Sleep Is a Training Session You Keep Skipping." Print it. The article explains why the night decides how much of a class you keep. This reference gives you the cycle in plain language, the wind-down cards for a training night, the timing cards written in earlier and later rather than clock figures, and a two-week log that pairs your nights with your next day on the mat, so you learn from your own record.

Name: _____ Dojo: _____ Art: _____

BEFORE ANYTHING: Read these first, and keep them as pass or fail. ☐ This reference is general education about sleep habits around training. It does not diagnose or treat any sleep disorder or medical condition. ☐ A persistent sleep problem, loud breathing pauses a partner reports, sleepiness that affects driving, or sleep trouble alongside a health condition belongs with a clinician. Do not train through dangerous tiredness and call it toughness. ☐ Nothing in this reference sells or recommends a supplement, powder, drink, or device. If a product promises to replace steady habits, leave it on the shelf. ☐ Never drive, spar, or drill hard throws while struggling to stay awake. Tired judgment is a safety problem for you and for your partner. Tell your instructor and sit the hard work out. ☐ Change one lever at a time, and judge the change across a stretch of ordinary nights. One bad night is weather. A pattern is climate.

Part 1: The Consolidation Cycle, in Plain Language

Training and sleep are two halves of one learning cycle. Practice comes first. In class you attempt a pattern, get corrected, attempt it again, and leave with a fresh, fragile version of it stored for the short term. That stored version is a draft: detailed, recent, and easy to disturb.

Sleep follows, and sleep is where the draft gets filed. During the night the brain replays the day's patterns without your help, strengthens the ones that were practised with attention, and links them to older skills they resemble. A grip sequence stops being a list of hand positions and starts joining the family of grip sequences you already own. A stance change stops being an instruction you repeat to yourself and starts becoming the way you move.

Waking life completes the cycle. The next class tests what the night kept. Some of what you drilled will be there, cleaner than you left it. Some will be missing, and the missing parts show you what needs another draft. Skipping sleep does not pause this cycle. It runs the cycle badly, filing less and sending you back to re-draft material you already paid for once.

Stage of the cycle	What happens	Your job
The class	A pattern is attempted, corrected, and stored as a fresh draft	Practise with attention; note what mattered
The evening	The body and mind come down from training	Run the wind-down; close the day on paper
The night	Patterns are replayed, strengthened, and linked to older skills	Protect the conditions; change nothing
The next class	Filed patterns show up; missing parts reveal themselves	Notice what survived and redraft only that

Part 2: What a Good Night Gives a Technique

A good night rarely announces itself as brilliance. It shows up as welcome ordinariness: the technique from the last class is simply there when you reach for it. Use this card to recognise the return on a protected night, because students who cannot see the return stop protecting the night.

Sign at the next session	What it usually means
A sequence runs without your inner voice narrating each step	The pattern has been filed as movement, not as instructions
A correction from last class appears in your work before you think of it	The detail was strengthened rather than merely heard
Balance feels unremarkable during familiar work	The body is rested enough to spend attention on the new material
You can learn a new thing without the old thing falling apart	Older filings are holding while a new draft forms

Sign at the next session	What it usually means
Patience with a struggling partner comes easily	Recovery is social as well as physical; tired students are short partners

Keep the card honest. A good night does not make you gifted, and it does not fix a technique that was never drafted properly. It pays full value on good practice and partial value on poor practice. Training without sleep is a purchase made at a discount you never chose.

Part 3: What a Poor Night Takes Away

Poor nights tax training in a predictable order. Attention usually goes first: you hear the instruction and lose the middle of it. Reaction and balance go next, which is why tired students stumble in footwork they own. Judgment follows: tired students choose the hard round and the risky drill, with confidence their bodies cannot back. Soreness and mood are the last messengers, and by then the week is already bent.

What fades	How it looks on the mat	The sensible response
Attention	Instructions need repeating; sequences lose their middles	Take the technical work; skip the chaotic work
Reaction and balance	Familiar footwork feels clumsy; falls feel surprising	Slow the drills; protect the landings
Judgment	You volunteer for everything and pace nothing	Decide the session's limits before you bow in
Patience	Small partner errors irritate you out of proportion	Say you are tired; ask for steady drilling
Next-day recovery	Soreness from ordinary work lingers and deepens	Treat the following night as the priority session

None of this requires panic. A single poor night calls for a modified session, not a cancelled life. The pattern is the enemy: poor night, reckless session, worse night, repeat. Break it at whichever link is in front of you tonight.

Part 4: The Evening Class Problem

Most martial arts training happens in the evening, because that is when students are free. That simple fact creates the central problem this reference solves. The very session that writes the day's most important draft also leaves the student warm, hungry, alert, and mentally replaying exchanges at exactly the end of the day when the body should be turning toward sleep.

Treat this as an engineering problem, not a discipline problem. The arousal after a hard class is real, and willpower is a poor tool against it. What works is a path: a repeated sequence that walks the arousal down in stages, the way a cool-down walks the heart and muscles down instead of stopping them dead.

The wind-down protocol in the next several parts is that path. It is deliberately plain: food and water, gentle movement, a written note, quieter inputs, and the same ending each training night. Nothing in it is exotic, and that is the point. Exotic routines get admired and abandoned. Plain routines get repeated, and repetition turns a sequence into a cue your body recognises.

If your classes end late, the path matters more, not less, and it gets protected by trimming its steps rather than skipping it whole.

Part 5: The Wind-Down Protocol at a Glance

Print this part and keep it where you will see it when you get home from class. The full cards follow. Run the steps in order on training nights. On rest nights, run the closing steps only.

Stage	The job	The feel of doing it right
Arrive and refuel	Eat, drink water, change out of training clothes	The body stops asking for things
Settle the body	Gentle movement and slow breathing	Warmth and alertness ease off together
Close the day on paper	Write the short training note	The replay loop loses its reason to run
Change the inputs	Dimmer, quieter, slower entertainment and talk	The house feels like evening, not afternoon
The same ending	Wash, change, bed, in the usual order	Sleepiness arrives before the bed does

Two rules govern the whole protocol. Keep it short enough to run on your worst night, because that is when it earns its keep. And keep it the same, night after training night, because sameness is the mechanism. A

wind-down that changes shape every evening is entertainment. One that repeats becomes a signal a switched-on body can follow.

Part 6: Wind-Down Card — the Body First

Use this card straight after class, before screens, messages, or the sofa. Check each line as you do it for the first stretch of training nights, until the order holds without the card.

☐ Eat a real meal or a substantial snack. Training on an empty evening and then sleeping hungry both fail; the body needs material to repair with. ☐ Drink water across the evening rather than flooding yourself at bedtime. ☐ Change out of the gi or training kit. The change of clothes is a small, clear boundary between the session and the night. ☐ Walk gently or move easily around the house while the meal settles. A short stroll suits many students. ☐ Stretch lightly the areas class loaded: hips after kicking work, shoulders after grappling, calves and feet after long stance work. Light means light. This is not a flexibility session. ☐ Breathe slowly for a short while, letting the out-breath run longer than the in-breath, until your shoulders drop on their own. ☐ Note any ache that feels like a warning rather than effort, and write it in the log instead of testing it again tonight.

Pass standard: you reach the next card feeling fed, cooler, and slower than you arrived home. Fail sign: you have started a second workout, a work email thread, or an argument online. Return to the card and finish it.

Part 7: Wind-Down Card — Close the Day on Paper

The mind replays class at night because it is trying not to lose class. Give it a storage place it trusts and the replay usually quiets. This card takes only a few unhurried minutes and belongs after the body has settled and before the inputs change.

Write, in a notebook or in the log at the back of this reference:

- What was taught, named the way your instructor names it.
- The correction that mattered most, in your own words.
- What worked once and should be tried again next class.
- The question you still carry, written as a question you could ask aloud.
- Tomorrow's smallest training intention, if any. Many nights the honest entry is rest.

Then close the notebook. Closing it is part of the protocol, not tidiness. The gesture marks the training day as filed by you, ahead of the filing sleep will do. Students who write the note and leave the notebook open

beside them often keep editing the class in their heads. Write it, close it, put it where tomorrow will find it, and let the evening be an evening.

If writing wakes you up rather than settling you, write earlier, straight after the meal, and keep the entry shorter. The order of the cards can bend. The paper step itself should not be dropped, because it is the step that empties the loop.

Part 8: Wind-Down Card — Change the Inputs

After the note is written, the house itself should change shift. You are replacing daytime signals with evening signals, one at a time, without turning the evening into a punishment.

☐ Dim the lights you control. Bright overhead light tells the body the day is still running. ☐ Put the phone on charge in its overnight place, or set it aside with messages left to wait. The world survives your training night. ☐ Choose the quiet version of the rest of the evening: the slower programme, the book, the unhurried conversation, music that lets your pulse settle. ☐ Leave work, bills, and hard news for the morning list. Write a line in the notebook if a worry insists on being remembered, and let the line hold it. ☐ If others share your home, tell them what you are doing once, plainly, so the quiet reads as routine rather than mood.

Pass standard: the last stretch of the evening feels slower and dimmer than the stretch before it, and nothing in it asks you to solve, win, or respond. Fail sign: you are brighter, louder, and more alert at the end of the evening than when you came home. That is a daytime evening wearing night clothes, and the bed will know the difference even if you argue otherwise.

Part 9: Wind-Down Card — the Same Ending

The final card is the smallest and, repeated often enough, the strongest. Bodies learn endings the way they learn kata: by doing the same short sequence until the sequence starts the change.

Choose your order once and write it here: _____ →
_____ → _____ → bed.

Common shapes include washing and changing into night clothes, checking the doors, a last drink of water, and a short read in bed with the light low. Yours should fit your home and your household. What matters is that a training night and a rest night end the same way, so the cue does not depend on how the day went.

Trouble	Adjustment
The ending keeps expanding into chores	Fix the order on paper and stop at bed; chores belong earlier or tomorrow

Trouble	Adjustment
A partner or family member keeps a different ending	Share the parts you can and keep your final steps your own; sameness can be personal
You fall asleep on the sofa before the ending	Move the ending earlier; a sofa doze is a nap in disguise and often breaks the night
The ending feels silly	Run it anyway for the full log period; judge it by the log, not by pride

Part 10: Caffeine Timing Card

This card is written in earlier and later on purpose. Caffeine clears from the body slowly, and the coffee that steadied your afternoon is still present during your evening class and long after it. Students differ in how strongly they feel this, which is exactly why the rule is a direction rather than a figure.

Habit	The move this card recommends
Coffee or tea through the day	Keep it in the earlier part of the day and let the later part run clear
A pre-class energy drink or strong coffee	Treat it as a suspect whenever the night after class goes badly; move it earlier or drop it on training days
Caffeine to survive a tired afternoon before class	Read it as information: the night before was short, and tonight's session should be modified rather than fuelled through
Evening tea or cola shared at home	Choose the caffeine-free version in the evening where one exists, and keep the ritual rather than the stimulant

Work one row at a time. Change the timing first and the amount second, because many students find earlier caffeine stops being a night problem without any farewell to coffee itself. Log the change so the result is evidence rather than opinion.

Part 11: Screen and Message Timing Card

Screens trouble the night in two ways: the light argues that it is still day, and the content argues that something needs you. The second argument is usually stronger after training, when the mind is already replaying and solving. This card handles both, gently.

Input	Evening standard
Messages and social feeds	Answered before the wind-down or left until morning; the training note goes on paper, not in a thread
Video and programmes	Welcome in the dimmer stretch of the evening; choose the calmer end of your taste as the night closes
News and hard content	Morning material. Nothing in it can be acted on from bed, and all of it can wait
Work screens	Closed at a set point in the evening you choose and keep; an open laptop on the sofa keeps the whole room at work
The phone in bed	Charged outside the bed's reach where your home allows it; if it must be near, let it be an alarm and nothing else

The standard is not abstinence. Students who declare a total ban usually break it within days and abandon the whole protocol. The standard is a slope: brighter and busier earlier, dimmer and quieter later, with the bed kept for sleep and reading.

Part 12: Light Card — Day and Evening

Light is the strongest signal the body takes about what time it is, and most students give it backwards: dim days indoors under soft light, then a blaze of lamps and screens all evening. This card turns the signal around.

When	What to do	Why it helps the night
Soon after rising	Get outside if you can, even briefly; open the house up to daylight	A bright start anchors the whole day's rhythm, including its end
Through the day	Take daylight breaks where work allows; sit near windows when you can	Steady daytime light makes the evening contrast real
As the evening closes	Lower the lamps; prefer fewer, warmer lights	Dimness is the body's cue to begin the descent
In the last stretch	Keep light low and local: a reading lamp rather than the full room	The descent completes before you reach the bed

When	What to do	Why it helps the night
Through the night	Keep the sleeping room dark; shield stray light where you can	Darkness protects the sleep you have started

Students who train indoors under bright hall lights all evening should be extra deliberate with the dimming at home, because the class itself supplies a late dose of bright. Arrive home and resist turning the whole house back on.

Part 13: Food and Drink After Evening Class

Evening class makes eating awkward in both directions. Eat too little and hunger joins you in bed. Eat a feast too late and digestion joins you instead. The target is the middle: fed, settled, and finished with a comfortable stretch of evening left.

Situation	Working answer
Class ends and you are ravenous	Eat a proper meal without apology; choose food that sits kindly with you and eat it unhurried
Class ends close to your bedtime	Eat smaller and simpler; a modest meal eaten calmly beats a feast bolted in guilt
You ate before class	A smaller top-up after class often suffices; let hunger, not the clock on the packet, decide
Heartburn or heaviness troubles your nights	Eat earlier where you can, keep late portions smaller, and raise the matter with a clinician if it persists
Alcohol as a wind-down habit	Treat it as a suspect: it can feel like sleepiness while making the night's sleep lighter and more broken; many students sleep better on the nights they skip it

Write your own post-class meal here, the one that has never troubled your night:

_____. Repeating a trusted meal on training nights is a lever in itself, because it removes one more decision from the tired end of the day.

Part 14: The Room Itself

You sleep where you sleep, and this reference will not pretend every student controls a perfect bedroom. Work with the room you have. The aims are simple to state: cool rather than warm, dark rather than lit, quiet

rather than eventful, and associated in your mind with sleep rather than with work, worry, and entertainment.

Aim	Low-cost moves
Cooler	Lighter bedding, a window managed to your climate, the heating eased down for the night where you control it
Darker	Curtains or a cloth over stray light, glowing devices turned to the wall or covered
Quieter	Doors and windows set for the night, household noise agreed down after the wind-down, soft ear coverings if your home is loud
Sleep-linked	Work, training gear, and arguments kept out of the bed; the bed is for sleep and a calm read

Shared rooms, small flats, children, and shift-working households all bend these aims. Bend them without abandoning them. A student who manages darker and quieter has improved the room, even if cooler stays out of reach in a hot season. Log which aim you worked on.

Part 15: A Steady Rising Time

Of all the levers here, the rising time is the one students resist most and the one that quietly holds the others together. Bedtimes are hard to command, because sleepiness arrives when it arrives. Rising times can be chosen, and a steady one, kept across training days and rest days alike, gives the rhythm an anchor. Sleepiness then starts arriving at a steadier point in the evening on its own.

Pattern	What it does to training
A steady rise all week	Class nights and rest nights start to feel similar; the wind-down works faster
A late lie-in after every hard night	Each hard night borrows from the next evening; the cycle drifts later and later
A weekday rhythm and a very different weekend rhythm	Monday's class lands on a body still living in the weekend; students call it Monday tiredness and it is often rhythm tiredness
Rising whenever the household erupts	If a fixed time is impossible, steady the first anchor you can: daylight, breakfast, or the morning walk

Begin by steadying the rise on training days and the days after them, and let the rest follow when it can. Protect the anchor especially after a poor night. Sleeping far into the morning after a bad night feels like recovery and often just moves the problem to the following evening.

Part 16: Naps — the Honest Place and the Trap

A nap is a tool with a correct job: take the dangerous edge off a heavy day, the tiredness that makes driving risky, judgment poor, and a session an accident looking for a partner. A short rest, taken earlier in the day and ended while you can still wake clear, does that job and leaves the night intact.

The trap is the long, late nap that becomes a second sleep in the wrong place. You wake from it thick-headed, coast through the evening feeling half-restored, and then lie in bed at night genuinely puzzled. Sleep will not come because a large share of it already came, on the sofa, in daylight, with the television talking.

Nap pattern	Verdict
Short, earlier in the day, on a heavy day	A tool; keep it and log it
A brief rest before an evening class after a poor night	Often wise; keep it brief and early enough to train awake
Long and late, most days	The likely thief of your nights; move it earlier, shorten it, or drop it while the log runs
Falling asleep in front of screens in the evening	Counts as a late nap even if you never chose it; the wind-down should start before the sofa wins

If you nap, write it in the log on the day it happened. Naps are invisible in most students' accounts of their sleep and obvious in their records.

Part 17: Nights Before Big Days, and Nights After Them

Grading days, competitions, demonstrations, and the first class at a new school all bend sleep in both directions. The night before is anxious and light. The night after is wired or flattened. Plan for both with the same cards, run more deliberately rather than more desperately.

Before the big day, protect the whole stretch of nights leading up to it, rather than the final one alone. A calm final night built on a wrecked week is a thin defence. Keep the wind-down identical to ordinary nights, because novelty is stimulating and the evening before an event is the worst time to debut a new routine, a

new supplement, or a heroic early bedtime your body does not believe. Lie down at your usual point, run the same ending, and let a merely ordinary night be a success. Many students perform well on ordinary sleep; very few perform well after a night spent fighting for perfect sleep.

After the big day, expect the arousal and replay to run high whatever the result. The paper card matters most here: write the day down, the result, the lesson, and the feeling, close the notebook, and let the filing happen. Review the performance in daylight, on paper, at the next training session. The bed is a poor review room.

Part 18: Shift Work and Irregular Schedules

Some students do not have a regular day to anchor to. The principles still hold; they attach to your main sleep rather than to the night as such. Whatever stretch of the day holds your longest sleep is your night, and it deserves the same protection: darkness around it, quiet around it, a wind-down before it, and steadiness where your rota allows any.

Constraint	Adaptation
Rotating shifts	Anchor what can be anchored: the wind-down order, the dark room, the paper note after training
Sleeping while the household is awake	Agree the quiet hours as a household, the way training times are agreed; use the room card with extra care
Training between shifts	Choose session intensity by the sleep you have actually had, and tell your instructor where you are
Days off that flip your rhythm entirely	Drift back toward the work rhythm gradually rather than snapping; treat the flip as a training load in itself

Keep the log through a full rota cycle rather than a tidy calendar stretch, because your pattern lives in the rota. Your evidence should match your life, or it will describe a student who does not exist.

Part 19: Households, Children, and Shared Rooms

Sleep advice often assumes a silent house and a door that closes. Many students have neither. Babies wake, children negotiate, partners keep different hours, housemates game loudly next door. None of that disqualifies you from better sleep. It changes which levers are yours.

Yours are these: the wind-down you run before your own bed, the note that closes your training day, the caffeine and screen timing in your own hands, and the conversations that get your household onto your side. Ask plainly for the stretch after your evening class to be the quiet stretch, and offer the same protection in return when someone else's night needs it.

Friction	Workable move
A partner on a later rhythm	Keep your ending steps in the room you share as far as you can; let their evening continue elsewhere in the house by agreement
Children who wake in the night	Protect the total pattern across the week rather than any single night; nap briefly and early on the heavy days
Noise you cannot control	Darken what you can, steady what you can, and use soft ear coverings if they are safe in your home
Guilt about asking for quiet	Ask once, plainly, with the training reason attached; most households respect a request they understand

Part 20: Lying Awake — What to Do With a Stuck Night

Even a well-run system produces stuck nights: the body in bed, the mind at full daylight. Lying there rehearsing frustration is the one response that reliably makes the next night worse, because the bed starts to learn wakefulness. Use this small protocol instead.

Stay calm about the clock. Do not check it repeatedly or compute the night as it passes; the arithmetic of lost sleep is stimulating and always pessimistic. If wakefulness stretches on and frustration rises, get up. Go to a dim room, do something dull and pleasant, and return to bed when sleepiness, not exhaustion, shows up. Keep the lights low so the excursion does not restart the day.

Back in bed, let the breathing slow and the body be heavy. If the class replay starts, remind yourself the note is written and the problem is stored. A stuck night handled this way still costs you sharpness tomorrow. It does not have to cost you the habit of trusting your bed.

If stuck nights are your normal rather than your exception, that is the clinician conversation named at the front of this reference, and it outranks every card in it.

Part 21: The Two-Week Sleep-and-Training Log

Keep this log for a full two-week stretch, through training days and rest days alike. One row per night, filled in the following morning, in words rather than figures. Woke clear or groggy. Mat quality sharp, ordinary, or blunt. The log trades precision for honesty, and honesty is what patterns are made of.

Night	What the day held	Wind-down run?	How the night felt	Following day on the mat	Nap that day?	One line of note
_____	_____	☐	_____	_____	☐	_____
_____	_____	☐	_____	_____	☐	_____
_____	_____	☐	_____	_____	☐	_____
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_____	_____	☐	_____	_____	☐	_____

Rules for keeping it. Fill the row in the morning, never in bed at night. Leave a row honestly rough rather than tidying it into a story. Never use the log to punish a day: a blunt day after a broken night is data, and the correct response is a modified session and a protected night, not a double session. Bring the completed log to the review parts that follow.

Part 22: Reading Your Log — Pattern Checks

A finished log is read slowly, in daylight, looking for pairings rather than verdicts. Run these checks in order and write what you find beside each.

☐ The wind-down pairing. Compare nights when the wind-down ran with the nights it did not. Did the following day's mat quality follow the card, or was something else stronger? ☐ The caffeine pairing. Find your latest caffeine days. What did their nights and following days look like beside your earlier-caffeine days? ☐ The late nap pairing. Mark every day with a long or late nap. Read that night and the next one as a pair. ☐ The rising pairing. Find the mornings that drifted latest. Read the evening that followed them for sleepiness that would not arrive. ☐ The hard class pairing. After your hardest sessions, which evenings settled and which spun? The difference usually lives in one card of the protocol. ☐ The rest-day surprise. Many students sleep worst before rest days and best after hard ones, or the reverse. Your pattern is yours; write it plainly.

Write the strongest pairing you found here: _____. That pairing, not general advice, chooses your next lever.

Part 23: Choosing One Lever to Change

Change one lever, chosen from your log's strongest pairing. A lever qualifies if it is in your control, small enough to run on a bad day, and close enough to the pairing to plausibly matter. Grand overhauls fail this test and teach nothing: when everything changes at once, nobody knows what helped or what to keep.

If your strongest pairing pointed at...	The lever to try
Wind-down nights sleeping better	Make the protocol run on every training night, trimmed rather than skipped on late ones
Late caffeine	Move caffeine earlier in the day and hold everything else steady
Late naps	Move the nap earlier and shorten it, or drop it for the test stretch
Drifting mornings	Fix the rising time on training days and the days after them
A bright, busy house late on	Work the input card: dimmer and quieter in the last stretch of the evening
Feasts after class	Shrink and simplify the late meal; keep the trusted meal from the food card

If your strongest pairing pointed at...	The lever to try
A room that fights you	Pick the single room aim your log named and work only that aim

Write the chosen lever here: _____. Write also what you will deliberately not change during the test: _____. The second line is the discipline that makes the first line mean something.

Part 24: Testing a Change Fairly

Run the chosen lever across a fresh two-week log, same rows, same morning habit. Fair testing has rules, and they protect you from fooling yourself in either direction.

Keep the rest of life as steady as life allows, and note the nights when life refused: illness, travel, a sick child, a celebration. Those nights stay in the log, marked, and they are read as weather rather than as results. Judge the change on the ordinary nights in the middle of the stretch, because ordinary nights are where you live.

At the end, compare the two logs on the pairings from the reading part. Did the pairing weaken? Did mat quality follow? Keep the lever if the evidence favours it. Adjust it if the direction was right and the dose was wrong. Or drop it cleanly, because your record says your problem lives elsewhere, and return to the reading part for the next pairing. Dropping a lever on evidence is success, not failure.

Keep both logs.

Part 25: Terms and Glossary

Term	What it means in this reference
Consolidation	The filing work sleep does on the day's practice, strengthening practised patterns and linking them to older skills
The draft	A freshly practised pattern as it exists straight after class: detailed, recent, and fragile
Filing	Your shorthand for consolidation when you talk about it in the log; a technique is filed when it shows up without being talked through
Wind-down	The repeated sequence after an evening class that walks body and mind down toward sleep

Term	What it means in this reference
Lever	One controllable condition of sleep: rising time, light, caffeine timing, inputs, food timing, the room, the nap
Wired but tired	The common state after hard evening training: body tired, mind still solving the class
Mat quality	Your plain record of the following day's training: sharp, ordinary, or blunt
Pattern	What repeats across the log; the unit you act on, never a single night
Weather	The one-off disruption, marked and forgiven: illness, travel, a household emergency
Stuck night	A night of prolonged wakefulness in bed, handled by the lying-awake protocol
Pass or fail	The standard used at the front of this reference for safety lines: they hold, or the session changes

Part 26: Instructor's Class-Plan Notes

For the instructor who wants a room that keeps what it is taught. Sleep is rarely an instructor's subject, yet the room's retention quietly depends on it. These notes fit inside ordinary teaching without turning class into a lecture on rest.

Name the filing idea once, in plain words, when a technique matters: what we drill tonight is the draft, and tonight's sleep is part of how you keep it. Students who hear that framing from the person they trust treat the evening differently. Protect a short cool-down at the end of hard evening classes rather than ending at peak arousal, because the room's wind-down begins in your room. Encourage the written note as part of leaving: the correction carried home on paper is the one minds stop rehearsing in bed.

Watch for the pattern in your students. The student whose sharpness swings wildly, whose soreness never clears, whose temper shortens across a term, may be showing you a sleep pattern before a technique problem. Ask kindly and privately, point them to this reference and to a clinician where the story warrants it, and adjust their load while the pattern is worked on.

Part 27: Review Sheet — Your Next Stretch

Complete this sheet at the end of a tested change, in daylight, with both logs open.

My strongest pairing was: _____ The lever I tested was:
 _____ On ordinary nights, the pairing: ☐ weakened ☐ held ☐ strengthened

The following days' mat quality: ☐ followed the lever ☐ showed no clear link ☐ moved the other way
What life did to the test that I should forgive: _____ My decision: ☐ keep
the lever ☐ adjust it ☐ drop it and test the next pairing The lever I will test next, if any:
_____ What I now know about my own sleep that no general article could
have told me: _____

File the sheet with the logs. Repeat the cycle whenever training changes shape: a new art, a harder schedule,
a grading ahead, a new job, a new baby. The method stays the same: log, read for pairings, choose one lever,
test it fairly.

Part 28: Sign-Off — My Sleep Agreements

Sign these for yourself. They are agreements with the student you will be at the end of a hard class, tired
and tempted to let the evening happen to you.

☐ I will treat the night after class as part of the session, and run my wind-down on training nights. ☐ I will
close each training day on paper before I ask my mind to stop rehearsing it. ☐ I will keep my caffeine
earlier, my inputs quieter as the evening closes, and my rising time as steady as my life allows. ☐ I will
change one lever at a time and judge it by my log across ordinary nights. ☐ I will modify a session rather
than fuel a wrecked night through it, and I will tell my instructor when tiredness makes hard work unsafe.
☐ I will take a persistent sleep problem to a clinician rather than to a supplement shelf. ☐ I will protect
other people's sleep in my household as I ask them to protect mine.

Signed: _____ Date started: _____ Log
review due after my two-week stretch: _____