



THE
CALM INSTRUCTOR
GROUP

CALM INSTRUCTOR CONFIDENT INSTRUCTOR

A 12-WEEK JOURNEY
TO CONFIDENT COACHING

STEVE KING

Introduction

Welcome to Your 12 Week Calm Coaching Journey

Coaching is more than giving instructions. It's about creating a learning space where your pupils feel safe, supported, and able to explore their own abilities without fear of criticism.

This 12-week planner is designed to help you enhance your coaching skills step-by-step, using the Calm Instructor ethos — a way of teaching that builds confidence, deepens learning, and keeps you calm, no matter what happens on the road.

You'll develop your coaching through the **CALM Lens™** Framework:

How to Use This Planner

This isn't a tick-box exercise. It's a guided journey to help you build habits that last, week by week.

- One focus per week – Each week has a clear theme to work on, a learning activity to build awareness, and an in-car practice to put it into action.
- Reflection spaces – After each activity, you'll find questions to help you think deeply about what you noticed and learned.
- End-of-week reflection – At the end of each week, you'll bring together your insights to see how your calm coaching habits are developing.
- Habit-building flow – The first four weeks lay the Foundations of Calm Coaching. Weeks 5–8 help you deepen and expand your coaching techniques, and weeks 9–12 bring it all together in integration and mastery.

Your Commitment

This planner works best if you commit to:

1. Giving yourself 10–15 minutes at the start or end of each day to jot down thoughts.
2. Practising the weekly focus in every lesson — small, consistent actions build the strongest habits.
3. Being honest in your reflections — this is a private space for your own growth.

Remember: Calm coaching isn't about perfection. It's about presence.

Each week you'll take small steps that will add up to a big shift — for you and your learners.

WEEK 1 - CALM LENS™

CURIOUS, NOT CRITICAL

Week 1 – Foundations of Calm Coaching

Focus: Awareness & Curiosity

This week is about beginning to notice your own coaching habits without judgement. You'll take your first steps in observing both your learners and yourself through a calm, curious perspective.

The CALM Lens™

The CALM Lens is a way of viewing behaviour that helps you respond thoughtfully instead of reacting impulsively. This is just a taster — the full version includes deeper applications, examples, and advanced coaching prompts.

C – Curious, not Critical

Swap assumptions for questions.

Example: Instead of thinking “They just don’t listen,” try asking yourself, “I wonder what’s distracting them right now?”

A – Assess without Absorbing

Notice what’s happening without letting it pull you into frustration or tension.

Example: You can acknowledge a learner’s nerves without letting their anxiety become your own.

L – Listen for Meaning

Hear not just the words, but what’s behind them — emotions, intentions, concerns.

Example: “I hate roundabouts” might actually mean “I feel unsafe when I can’t see what’s coming.”

M – Manage the Moment

Stay steady in the now, rather than jumping ahead to what might go wrong.

Example: One deep breath before giving feedback can change your tone completely.

Learning Activity 1 – Awareness Diary

For one lesson this week, keep a mental note of:

- Times you felt frustration, impatience, or tension.
- What your body language, tone, or internal dialogue was like.
- How you could reframe that moment through Curious, not Critical.

Reflection Question:

What patterns did you notice in your own reactions?

Learning Activity 2 – Calm Curiosity Check

During a lesson, pick one learner behaviour that usually irritates or confuses you.

Instead of reacting, silently ask: “What might be behind this?”

Make a note after the lesson of what you guessed, and whether you were right.

Reflection Question:

How did shifting to curiosity change the tone of the lesson?

Learning Activity 3 – The Pause Practice

Before giving a correction this week, pause for 2–3 seconds and take a slow breath.

Notice if your words change.

Notice if the learner responds differently.

Reflection Question:

What difference did the pause make to your delivery and the learner’s reception?

CALM Lens™ Reflection:

Which **CALM Lens™** principle came most naturally to you this week?

Which felt awkward or unnatural?

How did your learners respond to your calmer approach?

Where might this help you most in future lessons?

Learning Activity 4 – Identify Triggers

List three situations in lessons that often frustrate you.

Reflection Question:

What feelings or thoughts do these triggers bring up for me in the moment?

Notes:

1

2

3

Learning Activity 5 – Rewrite Your Response

Turn each trigger into a curious question instead of a critical statement.

Reflection Question:

How might these new questions change my learner’s willingness to respond honestly?

Notes:

1 - Trigger → Question:

Trigger → Question:

Trigger → Question:

Learning Activity 5 – Visual Reminder

Place a “Curiosity First” reminder somewhere visible during lessons.

Reflection Question:

What visual or word cue helps me instantly return to curiosity when I feel tension rising?

Notes:

[illegible]

In-Car Practice

- Choose one moment per lesson to replace a critical reaction with a curious question.
- Pause before speaking — take a slow breath.
- Use empathy to remember what it feels like to be a learner.

Example Scenario:

Learner brakes too harshly at a junction.

Critical: *“That was far too sharp — you need to brake earlier.”*

Curious: *“What made you decide to brake at that point?”*

End-of-Week Reflection

Use these prompts to reflect on your week’s experience:

1. Key Moments – Which moments this week could have gone critical but became curious instead?

2. Learner Response – How did my learner’s body language, tone, or engagement change when I stayed curious?

3. My Response – Did my own stress levels shift when I chose curiosity? In what way?

4. Impact on Learning – Did curiosity lead to better learner problem-solving or deeper reflection? Give an example.

5. Next Step – What will I carry forward into Week 2 to keep building on this skill?

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1. Key Moments – Which moments this week could have gone critical but became curious instead?

2. Learner Response – How did my learner's body language, tone, or engagement change when I stayed curious?

3. My Response – Did my own stress levels shift when I chose curiosity? In what way?

4. Impact on Learning – Did curiosity lead to better learner problem-solving or deeper reflection? Give an example.

5. Next Step – What will I carry forward into Week 2 to keep building on this skill?

Weekly Confidence Check

Rate yourself (1–10) on:

- Staying curious instead of critical: _____
- Natural use of curiosity in the moment: _____
- Change in learner engagement: _____

Space for Further Reflection

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

WEEK 2 – Presence & Listening for Meaning

Why this matters

Being fully present in a lesson means your attention is with the learner — not on your to-do list, your next pupil, or yesterday's problem. When you truly listen for meaning, you hear not only the words spoken but the intent, feelings, and hesitations behind them. This allows you to respond in a way that builds trust and deepens learning.

Learning Activity 1 – Listening Reset

Practise 3 minutes of silent listening with a friend, family member, or peer — no interruptions, no thinking ahead, just listening.

Reflection Question:

What did I notice when I focused on listening without planning my response?

Notes:

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Learning Activity 2 – Spot the Signals

Pay attention to non-verbal cues during conversations — tone, pace, pauses, gestures.

Reflection Question:

How might these cues reveal more than the words themselves?

Notes:

[illegible]

Learning Activity 3 – Try “Tell Me More”

In lessons, follow a learner's answer with "Tell me more..." to encourage depth.

Reflection Question:

What extra insights did I gain when I asked for more detail?

Notes:

[illegible]

Learning Activity 4 – Presence Check-in

Before each lesson, take 3 deep breaths and mentally commit to giving the learner your full attention.

Reflection Question:

How did this short routine change my focus and the tone of the lesson?

Notes:

[illegible]

In-Car Practice

- Use “Tell me more” at least twice per lesson.
- Listen without rushing to correct or answer.
- Watch for moments where tone or body language hints at unspoken concerns.

End-of-Week Reflection

1. What did I learn about my learner by listening more deeply?

2. How did my learner’s trust or openness change when I stayed present?

3. When was it hardest to stay present, and what distracted me?

4. How did listening for meaning change my teaching decisions?

5. What will I carry forward into Week 3?

Weekly Confidence Check

Rate yourself (1–10) on:

- Staying present: _____
- Listening for meaning: _____
- Learner engagement: _____

WEEK 3 – Setting a Calm Start

Why this matters

The first few minutes of a lesson set the emotional tone for everything that follows. A calm, positive start puts both you and your learner in the right state of mind, reduces anxiety, and builds rapport.

Learning Activity 1 – Create a Calm Start Routine

Design a short, repeatable opening (e.g., light conversation, brief recap, deep breath).

Reflection Question:

What 3 elements will my routine include to create calm for both of us?

Notes:

[illegible]

Learning Activity 2 – Mind State Awareness

Before meeting your learner, check your own mood and energy level.

Reflection Question:

What am I bringing into the lesson today, and how might it affect the learner?

Notes:

[illegible]

Learning Activity 3 – Learner Check-in

Ask an open question at the start (e.g., “How are you feeling about today’s drive?”).

Reflection Question:

How did their answer help me adapt the lesson plan?

Notes:

[illegible]

Learning Activity 4 – Recap with Positivity

Begin with what went well last time before moving to challenges.

Reflection Question:

How did starting with positives affect the learner's confidence?

Notes:

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In-Car Practice

- Use your calm start routine for every lesson this week.
- Be mindful of your own state before the learner enters the car.
- Encourage the learner to share their own starting state.

End-of-Week Reflection

1. How did the calm start change the atmosphere in my lessons?

2. What feedback or non-verbal cues suggested the learner felt more at ease?

3. How consistent was I in applying the routine?

4. Did the calm start influence the rest of the lesson? How?

5. What will I keep or adjust moving into Week 4?

Weekly Confidence Check

Rate yourself (1–10) on:

- Consistency of calm start: _____
- Awareness of learner state: _____
- Positive lesson tone: _____

WEEK 4 – Goal Clarity Without Pressure

Why this matters

Clear goals focus learning, but they must be chosen collaboratively to avoid creating anxiety or a “tick-box” feeling. When learners help set the focus, they’re more motivated and take greater ownership of their progress.

Learning Activity 1 – T-GROW Goal Stage

Practise 3 different ways of setting goals with learners (e.g., “What’s most important for you today?”).

Reflection Question:

Which approach led to the clearest, most motivating goals?

Notes:

[illegible]

Learning Activity 2 – Involve the Learner

Let the learner choose the main focus for at least one lesson this week.

Reflection Question:

How did this change their level of engagement?

Notes:

[illegible]

Learning Activity 3 – Break Big Goals into Small Steps

If the learner chooses a large focus, help them break it into manageable parts.

Reflection Question:

What difference did smaller steps make to their confidence?

Notes:

[illegible]

Learning Activity 4 – Review Progress Mid-Lesson

Pause mid-lesson to ask: “How are we doing with your goal?”

Reflection Question:

How did this check-in affect the rest of the lesson?

Notes:

[illegible]

In-Car Practice

- Let the learner voice their own lesson focus.
- Use open questions to make goals realistic and achievable.
- Mid-lesson, check progress and adjust together.

End-of-Week Reflection

1. How often did learners set their own lesson goals this week?

2. What changes did I notice in their motivation when goals came from them?

3. Did any goals feel unrealistic, and how did we adapt them?

4. How did mid-lesson goal check-ins influence the outcome?

5. What habits from this week will I continue into the next phase of the programme?

Weekly Confidence Check

Rate yourself (1–10) on:

- Encouraging learner-led goals: _____
- Keeping goals clear but pressure-free: _____
- Adjusting goals mid-lesson: _____

WEEK 5 – Deep Listening for Meaning

What is “Listening for Meaning”?

This is the third principle of the CALM Lens. It means hearing beyond the words to understand the learner's intentions, fears, and unspoken concerns. True listening isn't just about content — it's about noticing tone, pace, pauses, and what's not being said.

Why it matters:

Learners often communicate more through subtext than direct statements. Picking up on that hidden layer helps you coach the person, not just the driver.

Learning Activity 1 – Slow Down to Listen

In one lesson this week, deliberately speak less and listen more.

Reflection Question:

What did I notice when I gave my learner more space to talk?

Notes:

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Learning Activity 2 – Paraphrase for Clarity

After a learner shares something, summarise what you heard in your own words and check if you understood correctly.

Reflection Question:

How did paraphrasing change the learner's response?

Notes:

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Learning Activity 3 – The Unspoken Message

Pay attention to body language and tone for hidden meaning.

Reflection Question:

What was my learner communicating without words, and how did I respond?

Notes:

[illegible]

End of Week Reflection:

Where did deeper listening make the most difference in my coaching this week?

[illegible]

WEEK 6 – Manage the Moment

What is “Managing the Moment”?

This is the fourth **CALM Lens™** principle. It's about staying resourceful, present, and in control during unexpected or challenging situations — from learner mistakes to road hazards to emotional reactions.

Why it matters:

When you manage the moment, you reduce the chance of escalating stress and keep the learning environment steady and safe.

Learning Activity 1 – Breathe Before Reacting

In the next tricky moment, take one deep breath before giving feedback.

Reflection Question:

How did pausing affect my words and tone?

Notes:

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Learning Activity 2 – Reframe On the Spot

Turn a mistake into a learning opportunity immediately after it happens.

Reflection Question:

What reframe worked best this week, and why?

Notes:

[illegible]

Learning Activity 3 – Anchoring Calm

Choose a small action (touching the steering wheel in a certain way, adjusting your seat) as a physical “calm anchor” in lessons.

Reflection Question:

How did my anchor help me reset in challenging moments?

Notes:

End of Week Reflection:

What was my biggest win in staying calm this week?

WEEK 7 – Building Rapport through Curiosity

What is “Curiosity-Led Rapport”?

Rapport isn't just small talk — it's genuine interest in your learner's thinking, challenges, and progress. Curiosity helps them feel seen and valued.

Why it matters:

When learners feel understood, they're more open to feedback and more willing to take responsibility for their own learning.

Learning Activity 1 – Ask One More Question

In conversation, ask one additional, open-ended question to explore their thoughts.

Reflection Question:

What new insights did that extra question uncover?

Notes:

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Learning Activity 2 – Swap “Why” for “What” or “How”

Replace “Why did you...?” with “What happened?” or “How did you decide...?” to avoid triggering defensiveness.

Reflection Question:

How did my learners respond differently to 'what' or 'how' questions?

Notes:

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Learning Activity 3 – Share Back Something You Heard

Show you've been listening by reflecting their words back to them.

Reflection Question:

How did the learner react when I acknowledged their own words?

Notes:

[illegible]

End of Week Reflection:

Where did curiosity have the biggest impact on my learner's confidence this week?

[illegible]

WEEK 8 – Feedback that Fuels Confidence

What is “Fuel Feedback”?

It's feedback that both corrects and encourages. It focuses on strengths and next steps, not just mistakes.

Why it matters:

Confidence grows when learners feel they can improve, not when they feel judged.

Learning Activity 1 – Strength First

Always start feedback with something the learner did well.

Reflection Question:

How did starting with a positive affect the learner's listening?

Notes:

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Learning Activity 2 – One Action Step

Keep feedback to one clear, actionable point at a time.

Reflection Question:

What happened when I simplified my feedback?

Notes:

[illegible]

Learning Activity 3 – Invite Self-Feedback

Ask “What do you think went well?” before giving your view.

Reflection Question:

What did I learn about my learner's self-awareness?

Notes:

[illegible]

End of Week Reflection:

How did my feedback style affect learner motivation this week?

[illegible]

WEEK 9 – Coaching for Ownership

What is “Ownership in Learning”?

It's when the learner starts making decisions, solving problems, and self-correcting without you prompting every step.

Why it matters:

Ownership builds independent, confident drivers — and reduces dependency on you.

Learning Activity 1 – Delay Your Intervention

Give them space to act before stepping in.

Reflection Question:

What happened when I waited longer before giving input?

Notes:

[illegible]

Learning Activity 2 – Let Them Lead the Debrief

Ask the learner to run the recap at the end of the lesson.

Reflection Question:

How did this change the tone of our debrief?

Notes:

[illegible]

Learning Activity 3 – Goal Setting Together

Agree one goal for the next lesson based on their input.

Reflection Question:

How invested did my learner seem in the goal we set together?

Notes:

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End of Week Reflection:

When did I see my learner taking real ownership this week?

[illegible]

WEEK 10 – Language that Opens Possibility

What is “Possibility Language”?

It's the use of words that encourage exploration and confidence, rather than limiting or critical terms.

Why it matters:

Language shapes thinking — positive, open language fosters growth and reduces fear.

Learning Activity 1 – Replace Limiting Phrases

Swap “You can’t...” for “Here’s another way to try...”

Reflection Question:

How did my learner respond to possibility-focused language?

Notes:

[illegible]

Learning Activity 2 – Use “Yet”

When a learner says “I can’t...”, add “...yet” to shift perspective.

Reflection Question:

What impact did adding 'yet' have on their outlook?

Notes:

[illegible]

Learning Activity 3 – Future-Forward Questions

Ask “What will you do next time?” instead of “What went wrong?”

Reflection Question:

How did this change the learner's sense of control?

Notes:

[illegible]

End of Week Reflection:

What language shifts made the biggest difference this week?

[illegible]

WEEK 11 – Resilience in the Coaching Process

What is “Coaching Resilience”?

It's staying steady and persistent when progress feels slow, mistakes repeat, or challenges pile up.

Why it matters:

Learners need to see resilience modelled in you before they can build it themselves.

Learning Activity 1 – Revisit a Sticking Point

Spend time on something they've struggled with, without frustration.

Reflection Question:

How did my approach to repetition influence the outcome?

Notes:

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Learning Activity 2 – Share a Story of Your Own Learning

Show them that setbacks are part of growth.

Reflection Question:

What reaction did my learner have to my personal example?

Notes:

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Learning Activity 3 – Celebrate Small Wins

Highlight small improvements, even if they're not the main goal.

Reflection Question:

What was the effect of recognising a small win?

Notes:

[illegible]

End of Week Reflection:

How did resilience show up in my coaching and my learner's mindset this week?

[illegible]

WEEK 12 – Integrating the Calm Instructor Ethos

What is “Integration”?

It's bringing together all elements of the CALM Lens and your coaching skills into one seamless, confident approach.

Why it matters:

Skills are most powerful when they work together naturally, without you having to think about each one individually.

Learning Activity 1 – CALM Lens in Every Lesson

Consciously use all four principles (Curious, Assess without Absorbing, Listen for Meaning, Manage the Moment) in one lesson.

Reflection Question:

Which principle felt most natural? Which still needs work?

Notes:

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Learning Activity 2 – Self-Coaching Debrief

After a lesson, coach yourself through the T-GROW model.

Reflection Question:

What did I learn about my own strengths and blind spots?

Notes:

[illegible]

Learning Activity 3 – Learner Feedback

Ask one learner for honest feedback on your coaching style.

Reflection Question:

What insight surprised me most in their feedback?

Notes:

[illegible]

End of Week Reflection:

How has my coaching changed since Week 1, and what's my next step?

[illegible]

Closing Reflections – Your Calm Coaching Journey

You've completed 12 weeks of focused practice, building your skills through curiosity, clear observation, deep listening, and grounded responses.

Take a moment to pause and recognise your growth.

Think back to where you began — and where you are now.

Looking Back

- What was the most valuable insight you gained over the past 12 weeks?
- Which weekly focus made the biggest difference to your coaching? Why?
- How have your learners responded to your calmer, more reflective approach?

Looking Forward

- Which Calm Lens habit do you want to keep strengthening?
- What will you do in the next month to continue your development as a coach?
- How will you remind yourself to stay calm when challenges arise?

Remember: Calm coaching isn't a destination — it's an ongoing practice.

The skills you've developed here are tools you can return to again and again, in every lesson, with every learner.

Final Notes or Insights:

[illegible]

Next Steps Action Plan

Use this page to turn your insights into action. The clearer your plan, the more likely you are to keep building on the progress you’ve made.

1. My Key Coaching Goal for the Next 4 Weeks

(Be specific and measurable — e.g., “Ask at least two open coaching questions every lesson”)

2. Habits I Will Continue from the Calm Lens

- Curious, not Critical: _____
- Assess without Absorbing: _____
- Listen for Meaning: _____
- Manage the Moment: _____

3. One New Skill I Want to Develop

4. Actions I Will Take to Achieve This

5. How I Will Check My Progress

(e.g., reflection journal, peer feedback, lesson recordings)

Start Date: _____ **Review Date:** _____

Tip: Keep this page somewhere visible — on your desk, inside your lesson folder, or as a photo on your phone — to remind you of your commitment.

Well Done – You’ve Built Your Calm Coaching Foundations

Take a moment to recognise the work you’ve done over these 12 weeks.

You’ve given your time, focus, and energy to developing not just your coaching skills, but your mindset as a Calm Instructor.

You’ve:

- Practised seeing through the **CALM Lens™**
- Chosen curiosity over criticism.
- Noticed without absorbing.
- Listened beyond words.
- Managed challenging moments with balance and confidence.
-

These aren’t just techniques — they’re habits now.

And habits, when nurtured, shape who you are as a coach and as a person.

When the road ahead gets bumpy, you’ll have the tools to keep your lessons grounded, purposeful, and positive.

You’ve proven that calm isn’t the absence of challenge — it’s the way you choose to meet it.

Your journey continues here:

- Keep reflecting.
- Keep practising.
- Keep coaching with purpose, presence, and pride.

Thank you for investing in yourself — and in the learners who will benefit from your calm, confident approach for years to come.

I hope you’ve enjoyed and found value in this resource.

Keep an eye out for more tools and guides coming soon — including **the full**

Subconscious Standards Check Workbook for ADIs and PDIs, available shortly on Amazon.

Scan the QR code to visit our website and stay up to date with new releases.

