

Stomp Walkers

Item # 18278

- **Overview.** Big foam feet and wide footrests make balancing easier, safer and FUN! Great for balancing activities and obstacles. Appropriate for both indoor and outdoor use.
- **What Are the Educational Applications?** The Stomp Walkers are an excellent way to enhance balance, concentration and fitness skills. They are great for strengthening arms and legs.
- **How Can I Use This Product With My Students?**
 - **Where:** Anywhere there is a hard, even surface, indoors or outdoors.
 - **Age:** Eight years through adult.
 - **Group Size:** One person per Stomp Walker.
 - **Basic Skills Needed:** Balance, grasping, jumping and hopping.



- **Set Up Instructions**

- Perform activities on a firm, even surface since the stilts could sink into softer ground, making them difficult to maneuver. Position beginner students next to a wall to use as support.
- Have one spotter for each student using the Stomp Walkers. The spotter walks alongside the person on the Stomp Walkers with arm stretched out to help steady the Stomp Walking student. Alternatively, string a rope tightly across the gymnasium at the level where the student's hands will be when on stilts to use as support and balance if needed.
- Give positive reinforcement and feedback to the students as they participate in the activity. This motivates the students and lets them know you are watching and paying attention to their hard work.
- Demonstrate what you want the students to do before they are told to participate in the activity. Some children are auditory learners, many are visual learners. Give them both cues. Be sure to demonstrate exactly what you want them to do.
- Check for student understanding concerning the rules and how to participate in the activity and the rules before allowing the students to do so.

The Games/Activities

- **Activity #1: Getting (and Getting Used to Moving) On the Stomp Walkers**

- a. **Objective:** To learn how to get on and move while on the Stomp Walkers.

- b. **NASPE Standard:** 1, 2, 3, 4, 5, 6

- c. **Set Up:** Make sure you are using a properly inflated ball in a clear, safe area.

- d. **How to Play:**

1. Grasp one stilt in each hand. Set one foot on the little ledge sticking out from one stilt, and straighten that leg. Have a spotter available if needed.

2. Once the first stilt feels secure, raise the other foot onto the second stilt and straighten this leg.

3. Practice stepping in place to get a feel for lifting the legs with the stilts properly. Students may begin walking only after they feel comfortable taking steps.

4. Take the first step forward and tell the students to keep moving - it's easier to balance when moving.

5. Tell the students to pretend they are marching: picking up each stilt high as they walk so they don't trip and to practice for future Stomp Walker activities.

- e. **Extensions:** Walk sideways and/or backwards.

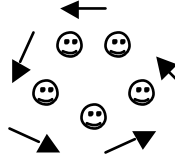
• **Activity #2: Jumpin' Jehoshaphat!**

a. Objective: To learn how to jump and keep balance on the Stomp Walkers.

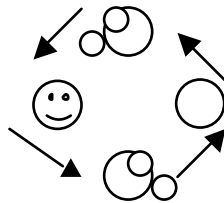
b. NASPE Standard: 1, 2, 3, 4, 5, 6

c. How to Play:

1. Keep both Stomp walkers together. Taking off from and landing on both Stomp Walkers simultaneously, jump:
 - To the right side then back to original position. Repeat for "X" times, based on the developmental level of the students.
 - Forward, then backward. Repeat for "X" number of times.
 - Diagonally.
 - In a counterclockwise circle pattern:
 - Facing one wall the entire way around, perform the activity in a counter-clockwise direction.



- With the right shoulder facing outside the entire way around, perform the same activity clockwise with the left shoulder facing outwards.



2. Stand/balance on one Stomp Walker. Place the other Stomp Walker in the air.
 - With the non-supported Stomp Walker in the air in front of the body:
 - Draw numbers, letters and shapes in the air while trying to maintain balance on the supporting Stomp Walker.
 - Switch legs and draw in the air with the other Stomp Walker.
 - Hop (take off and land on the supporting Stomp Walker):
 - Straight up and down on the dominant Stomp Walker. Switch supporting leg and perform with the other Stomp Walker. Repeat for "X" number of times.
 - To the right and then to the left. Switch supporting leg and perform with the other Stomp Walker. Repeat for "X" number of times.
 - Forward and then backward. Switch supporting leg and perform with the other Stomp Walker. Repeat for "X" number of times.
 - Up from the right supporting Stomp Walker and land on just the left Stomp Walker. Do the same activity hopping from the left Stomp Walker and landing on the right Stomp Walker. Repeat for "X" number of times.

e. Extensions:

1. Increase or decrease the number of repetitions based on the student's developmental level (decrease = beginners).
2. Use cones or polypots to set up the diameter of the circle the students must travel around.
3. Have students compete against themselves and try to beat the time it took to complete the circle.
4. Use other shapes (triangle, square, octagon, etc.).
5. Increase or decrease the diameter of the circles based on student skill level (larger diameter = harder).
6. Introduce consequences: If a student falls off a Stomp Walker:
 - *Easy*: Continue his/her journey without returning to the beginning.
 - *Harder*: "X" amount of times (e.g. 3 falls), s/he must return to the beginning to start again.
 - *Hardest*: S/he must go back to the beginning and start again.

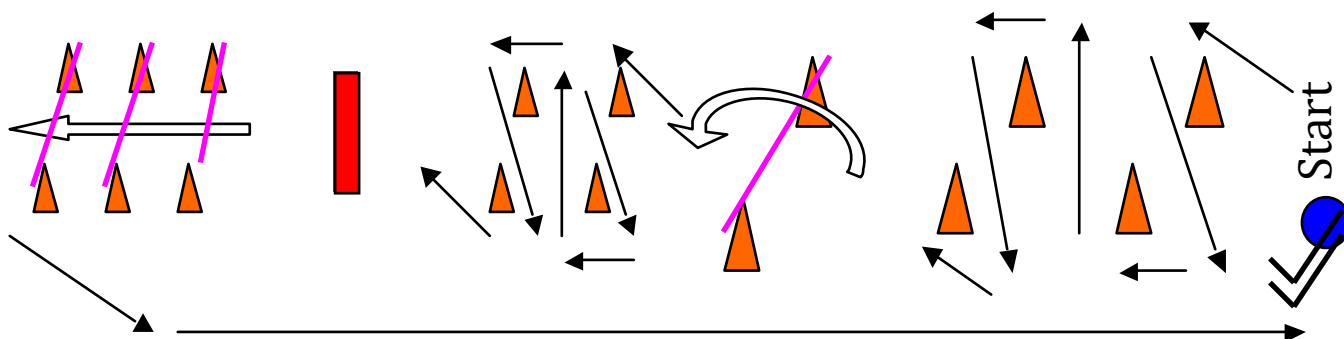
• **Activity #3: Obstacle Course**

a. Objective: To be the first team to complete the obstacle course.

b. NASPE Standard: 1, 2, 3, 4, 5, 6

c. Set Up: Create one obstacle course for every 3 students and/or based on activity space (more space = more courses). Therefore 7 courses should be set up for a class of 21 students. For each course:

1. Place 4 cones as directed in the diagram.
2. Tape 7 laminated arrows to the floor using painter's tape (painter's tape is easier to remove than masking tape) using the diagram. The arrows are visual cues to guide the students as they walk FORWARD through the cone pathway.
3. Secure one long jump rope across 2 cones.
4. Place 4 cones and 7 laminated arrows in the same pattern as the first set of cones/arrows (to walk BACKWARDS or SIDEWAYS through).
5. Place an aerobic step 5 yards from the last cone.
6. Secure one long jump rope across 2 cones for a series of 3 obstacles, approximately 2' apart to step over.
7. Place the polyspot in front of the group of cones indicating the starting position.
8. Place 1 pair of Stomp Walkers next to the starting polyspot.



d. How to Play:

1. Divide the class into as many groups as there are courses.
2. Each group stands in single file line, one behind the other, behind the polyspot.
3. On the teacher's signal, the first student in each group stands on the Stomp Walkers and walks forward through/around the set of 4 cones following the arrows, walks over the jump rope, walks BACKWARDS through the second set of 4 cones following the arrows, walks to the step and steps on top of and over the step, walks over the set of 3 jump ropes over the cones and walks back to the start.
4. Once the first student completes the course, s/he tags the hand of the second student in the group's line and sits at the end of his/her group's line.
5. Repeat until all the players have had a chance to participate. The first team to all be seated is the winner.

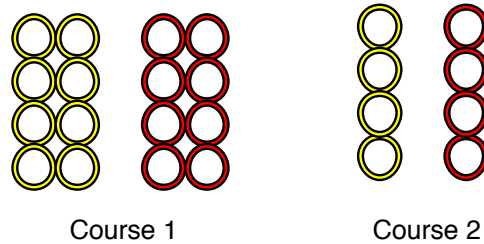
e. Extensions:

1. Have the students waiting in line perform a cardiovascular activity like jogging in place, jumping jacks, etc.
2. Play music while the students participate in the activity to increase motivation.
3. Add more obstacles.
4. Have the students design their own obstacle course(s).
5. To make the activity more challenging have the students return through the course.
6. Instead of having the teams compete against each other, have each team compete against themselves and try to beat the time it took to complete the course.
7. Introduce consequences. If a student falls off a Stomp Walker:
 - *Easy*: Continue his/her journey without returning to the beginning.
 - *Harder*: "X" amount of times (e.g. three falls), s/he must return to the beginning to start again. This can also be a team amount rather than an individual amount.
 - *Hardest*: S/he must go back to the beginning and start again.

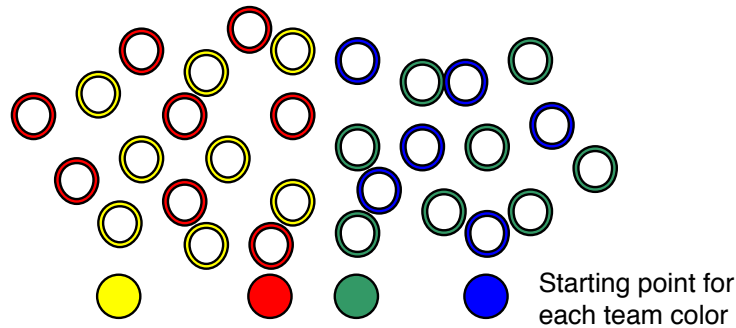
• **Activity #4: Crossing the River**

- a. Objective: To get to the other side without falling off the Stomp Walkers. Teams can only step in their own team's predetermined plastic hoop color.
- b. NASPE Standard: 1, 2, 3, 4, 5, 6
- c. Set Up: This can be a simple or difficult activity depending upon the plastic hoop course layout (courses diagramed below). Create one course of 8 plastic hoops for each group of 3-4 students.

1. Beginner (Easy) Courses:



2. Advanced (Harder) Course:



d. How to Play:

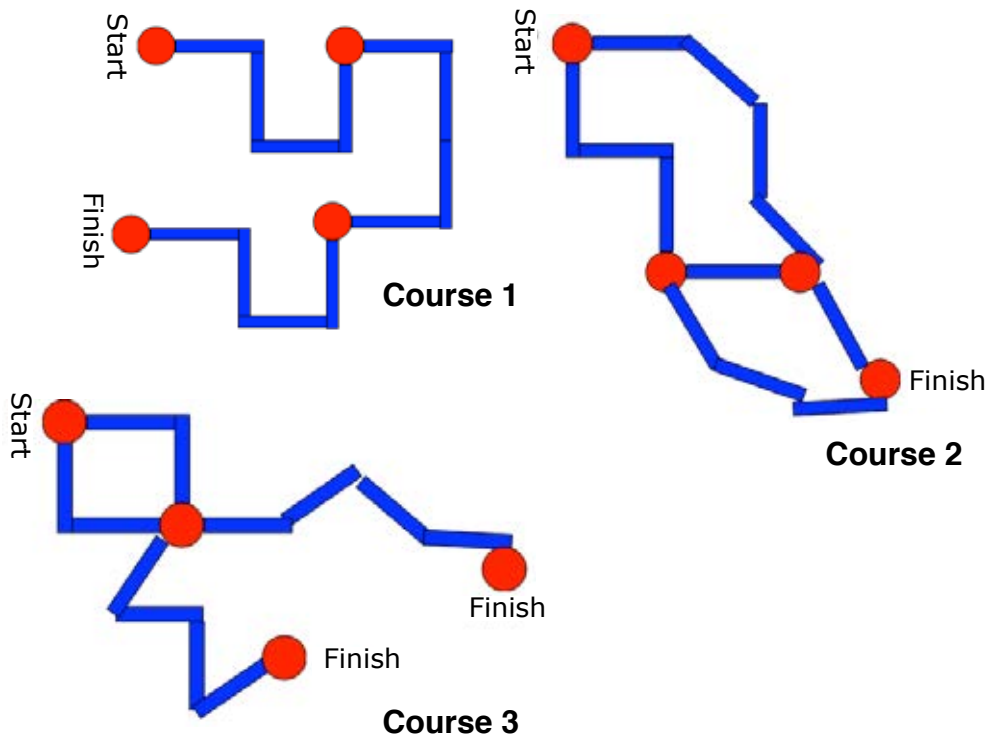
1. Decide which course to use and set it up.
2. Place one set of Stomp Walkers at the beginning of each course (or for as many groups participating if they are using the harder course).
3. Divide the class into as many groups as there are courses (or place one group on a corresponding color polyspot if using the harder course). Have the groups stand in a single file line, one behind the other.
4. On the teacher's signal, the first student in each group stands on the Stomp Walkers and walks forward through the course and walks back to the start.
5. Once the first student completes the course, s/he tags the hand of the second student in the group's line and sits at the end of his/her group's line.
6. Repeat until all the players have had a chance to participate. The first team to all be seated is the winner.

e. Extensions:

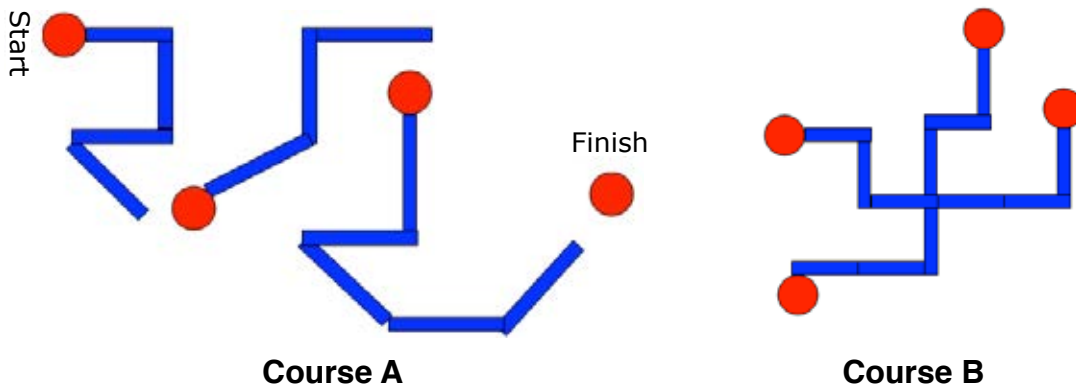
1. Go through the course backwards. Note: This is only for the highly skilled players.
2. Have the students waiting in line perform a cardiovascular activity like jogging in place, jumping jacks, etc.
3. Play music while the students participate in the activity to increase motivation.
4. Add more plastic hoops.
5. Have students design their own challenge course.
6. To make the activity more challenging have students return through the course.
7. Instead of having the teams compete against each other, have each team compete against themselves and try to beat the time it took to complete the course.
8. Introduce consequences: If a student falls off a Stomp Walker:
 - *Easy*: Continue his/her journey without returning to the beginning.
 - *Harder*: "X" amount of times (e.g. three falls), s/he must return to the beginning to start again. (This can also be a team amount rather than an individual amount.)
 - *Hardest*: S/he must go back to the beginning and start again.

•Activity #5: Walk the Line

- a. Objective: Balance and walk the entire tightrope (taped line on the floor) without falling off the line or the Stomp Walkers.
 - b. NASPE Standard: 1, 2, 3, 4, 5, 6
 - c. Set Up: Create one course for each student or for a group of 3-4 students. Choose from beginner or advanced configurations (presented below). The beginner configurations are easy to follow direct pathways where students travel forward from a distinct starting point to a clear ending point. Advanced configurations introduce cooperative learning and communication (four students converge onto a center base, each must choose a different path to continue on). The red circles are polypspots designated for the student to rest if s/ he needs to since still walking really works out leg muscles. Place one set of Stomp Walkers at the starting polypspot for each course.
1. Beginner Courses:



2. Advanced Courses:



d. How to Play:

- 1. Depending on the number of courses created either place one student or a group of 3-4 students per course.
- 2. Students stand on the starting polypspot with the first student standing on the Stomp Walkers.
- 3. On the teacher's signal, the students attempt to walk across the line without falling off the line or the Stomp Walkers.

- **Beginner Course 1:** Students move across the line from the starting base to the finish base. This is the easiest pathway for beginners visually as well as directionally.
- **Beginner Course 2:** Students move across the line with everyone starting from the same starting base to the same finish base. They choose which pathway to take when they reach “the fork in the trail.” However, they must travel in a forward direction only, no double backing (going back around to the starting base).
- **Beginner Course 3:** Students move across the line from the same starting base to different finish bases. They choose which pathway to take when they reach “the fork in the trail.”
- **Advanced Course A:** Students move across the lines and jump onto the bases.
- **Advanced Course B:** Select four students. Place one student at each of the four bases. On the teacher’s signal to “Go,” students move forward across the lines towards the center of the trail. Once they get to the center, they choose which direction to continue to one of the finish bases. Students have to cooperatively work together and communicate to one another once they get to the center of the trail so that no one falls off the line.

e. Extensions:

1. Walk backward or sideways on the line.
2. Once the students have practiced the movement activity skills across the line, combine the movements to create routines. For example, walk to the middle of the board, turn, walk backwards to the end of the line. On the next board, walk sideways to the middle of the board, perform a half turn jump, walk sideways in the new direction to the end of the board. Allow advanced students to create their own routine(s) based on the skills taught in class.
3. Introduce consequences. If a student falls off a Stomp Walker or a line:
 - *Easy:* Continue his/her journey without returning to the beginning.
 - *Harder:* “X” amount of times (e.g. three falls), s/he must return to the beginning to start again. This can also be a team amount rather than an individual amount.
 - *Hardest:* S/he must go back to the beginning and start again.

• **Safety Issues & Concerns**

- Supervise students as they participate in the activity. Make sure that the students are on task and adhering to the classroom and game rules.
- To decrease injuries, wear a helmet and protective padding on knees, elbows and wrists.

Meets These NASPE Standards

1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
3. Participates regularly in physical activity.
4. Achieves and maintains a health-enhancing level of physical fitness.
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

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