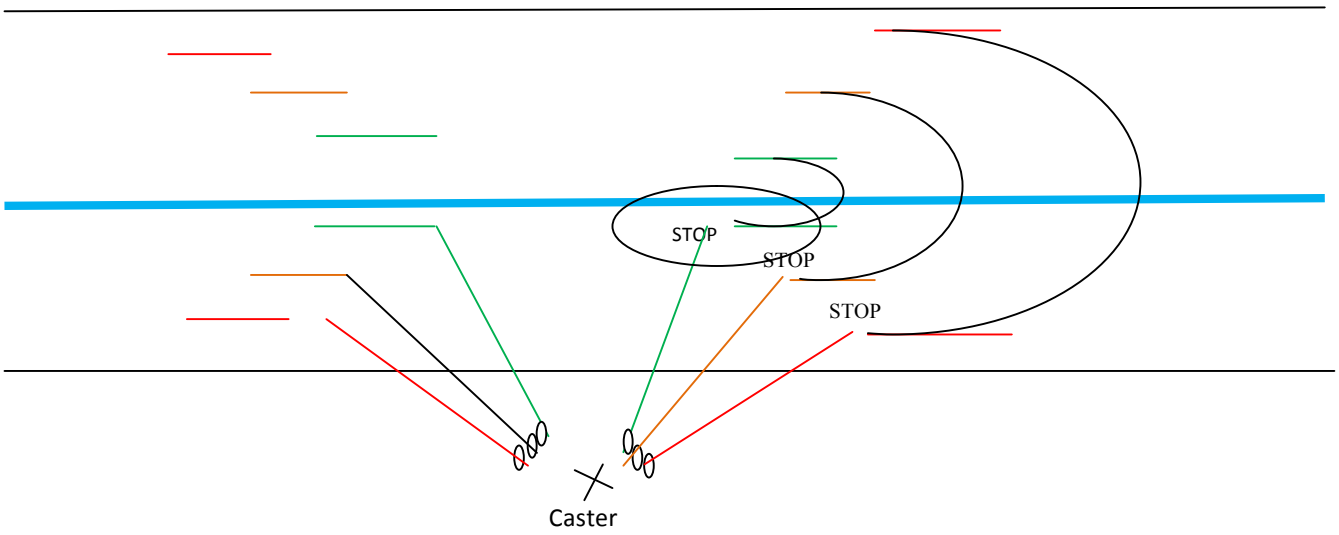
Let's use this as a launch pad for discussion on failure to properly execute the stop sequence and its effect on the loop and the presentation.

QUESTION 1.) CAN YOU CAN TELL US HOW YOU HAVE HANDLED THIS SITUATION IN YOUR TEACHING EXPERIENCES?
One way is to use the Bill Gammel method of using the black plastic on the ground with a line painted down the middle and demonstrate by casting horizontally a tight loop by stopping just under the middle line and an open loop by stopping way under.
This can be extended by tapping different colored parallel lines at about twenty five feet apart with one set of parallel lines six feet apart, another at four feet apart and a set at two feet apart. The objective is to have the differing sizes loops unfurl within matching colored lines. This works well as the student soon can see that where she stops the tip, determines the size of the loop also, She can see how the line, leader and tippet behaves at various STOP points and at various line speeds in practice which helps her learn a method for presenting the fly.



Not the best at graphics but this should explain my method

QUESTION 2.) WHAT RECOMMENDATIONS WOULD YOU MAKE TO A STUDENT ON HOW TO ACCOMPLISH THE TASK OF ADJUSTING LOOP SIZE ?
The size of the loop is determined by how far under the strait line we STOP the tip.
When using this method she can **see** where to stop the tip for various size loops to form so for more open loops she will aim the tip at the red. For narrow loops she aims the tip for the green.

QUESTION 3.) IS IT POSSIBLE TO ACHIEVE UP TO 6' WIDE LOOPS WHILE MAINTAINING PARALLEL LOOP LEGS ?
Yes, it is. I think the loop legs will be parallel for a short space of time but it might depend on how much line is being aerialized. A beginning student casting a short line would struggle to maintain parallel loops legs on command where as an advanced student holding a longer line would be able to.

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