

## Overview & Guide to Use

### *About Streamers*

*Streamers* is an online resource produced directly for those who are part of the Stone-Campbell (Restoration Movement) Christian tradition. The curriculum is easy to use, written for individual and class study, and appropriate for all levels of teenage and adult classes. The lessons included here are self-teaching, and can be used with or without teacher preparation. Teaching resources, commentaries, guides, whole-study ideas, and other extras are included.

The curriculum may be downloaded, printed and copied freely for the use intended. Downloading requires Acrobat Reader, which can be downloaded at no charge from the internet: (<http://www.adobe.com/products/acrobat/readstep2.html>).

Any or all of the files can be printed and copied, and are designed so that they could be hole-punched and inserted into a loose-leaf notebook, 1½ or 2 inch width, with dividers.

The name *Streamers* refers to the distinct 'streams' that represent the churches in the Stone-Campbell movement: the **Christian Church (Disciples of Christ)**, the **Christian Churches/Churches of Christ**, and the **Churches of Christ**.

The curriculum is intended to increase understanding and harmony among these three streams and all others who use *Streamers*. We hope that congregations will use the curriculum to learn more about the essential teachings of Christ and the values and beliefs of the movement's founders.

*Streamers is produced in partnership by Disciples of Christ Historical Society and Disciples Home Missions, both of which are general ministries of the Christian Church (Disciples of Christ). It is offered free to use for the purpose intended. Users may not sell, or make any other commercial use, of this curriculum. Users may not charge an admission fee to any student enrolled specifically in a Streamers course of study.*

- *Streamers* consists of five "lesson blocks" consisting of two studies each. The complete 12-week study - including introduction, lessons and wrap up - is suggested, but the material is adaptable to a variety of programming.
- Each lesson block begins with an interest page of related scripture and quotations. Suggestions for church-wide involvement are included, with hymns, special events, and ideas for research, additional study, and extension.
- *Streamers* uses positive, user-friendly messages that highlight what really matters in following and serving Christ. Humor, analogies and real life situations are used to catch interest and promote thought and discussion. As it goes along, *Streamers* explains Biblical and church terms, allowing it

to be used with those new to church settings, and seekers, as well as life-long members of the church.

- Streamers' Bible-based lessons promote the study of key Bible scriptures. Emphasis is placed on the New Testament and Christ's final commandments and prayers.
- Streamers provides an overview of essential teachings of Christ, including the Great Commandment, Great Confession, and Great Commission.
- The lens of the Stone-Campbell founders is used to focus on beliefs rather than upon the founders themselves.

### ***Overview:***

#### ***How is Streamers different from many other studies of Stone-Campbell history?***

Although *Streamers* is a study of both Stone-Campbell **history** and **principles**, it makes a key distinction in the two, which came up as we asked the guiding question: **What is most essential for those using *Streamers* to know?**

Almost as if we were asking Barton, Thomas, Alexander, Walter and the others, the answer came clear:

**“It is not about us. Our movement has always been about *the essentials of following Christ.*”**

From this idea, our curriculum strategy became clear, placing emphasis on ***mastering*** understanding of the principles, while ***developing*** understanding of our history.

The significance of our **essential principles** was raised by Dr. Glenn Carson, President of the *Disciples of Christ Historical Society*\* in his guidebook, *A Future History: Christianity for the Next Generation* (2006):

**When Barton W. Stone, Alexander Campbell, and other founders established the Christian Church (or Disciples), they had in mind certain principles that they believed were absolutely essential for the content and structure of the *True Church*. These principles, or elements, constituted what they believed to be indispensable if we were to call ourselves Christians, and if we were to be faithful to what Christ and the Apostles started in Jerusalem and Antioch and beyond (p. 3-4).**

**Lessons:** Each principle addressed in a chapter of *A Future History* became, in turn, the focus of a **chapter** of *Streamers*. Each chapter opens and closes with a ***lesson*** designed to explore and reinforce these ***essentials***.

<i>Streamers</i>	Essential Principle	adapted from <i>A Future History</i> (Carson, 2006)
Ch 1A: “What Really Matters”	belief in Christ	belief in Christ
Ch 1B: “What I Do Matters”	Priesthood of Believers	“Priesthood of Believers” (Ch 2)
Ch 2: “The Book Matters”	the Bible	“Primacy of the New Testament” (Ch 1)
Ch 3: “The Table Matters”	the Lord’s Supper	“Promise of the Open Table” (Ch 4)
Ch 4: “The Body Matters”	Christian unity	<i>Pursuit of Christian Unity</i> (Ch 3)
Ch 5: “The Children Matter”	children, evangelism, missions	<i>“Passion for the Future”</i> (Ch 5)

**Lessons** are the essential principles for every learner *to know, above all else*. The **educational goal of lessons is 100% mastery**: if the curriculum does its job and the learners do their part, 100% of those studying *Streamers* will be able to describe the essential values, allowing them to consider applying these principles to their lives.

- **Lessons** are designed to engage learners through analogies, stories, real-life examples and applications, questions, reflection, discussion, and extensions.
- The essentials are not intended to be seen as an *end*, but rather as *beginning* knowledge in following Christ in the 21<sup>st</sup> century. Additional study can build upon the foundation of the essential principles.

## Overview: Chapters, Themes, & Contents

	Core Value	Lessons ("the essential")	Add-Ins, notes
Introduction  Whole study ideas	We are a movement of individuals united in a common belief in Christ. We aim to be: <i>copies of the original =</i> <b>disciples of Jesus Christ.</b>	<i>G-Who? What Generation are You?</i>  'Streamlined' Slogan	<ul style="list-style-type: none"> <li>• <i>Know, Think I Know, Want to Know;</i></li> <li>• <i>Slogans Fill in the Blank</i></li> <li>• <i>Graphic Organizers: Founders, leaders;</i></li> <li>• <b>Whole-Study Ideas:</b> Harmony, Speak-a-thon, Restoration Roundtable.</li> </ul>
<i>Chapter 1:</i> What Really Matters	<b>Essentials:</b> <i>what really matters, and what matters most</i> in following Christ.  <b>Priesthood of Believers</b> (the <b>action</b> , or <b>process</b> part of our belief in Christ).	<b>Lesson 1A:</b> <i>What Really Matters?</i>  <b>Lesson 1B:</b> <i>What I Do Matters— Priesthood of Believers</i>	<ul style="list-style-type: none"> <li>• Bibliography of key sources; overview of research sources</li> </ul>
<i>Chapter 2:</i> The Book Matters	<b>The Bible</b>	<b>Lesson 2A:</b> <i>Can You Follow the Directions? (Bible use and study)</i>  <b>Lesson 2B:</b> <i>Who is Writing the Test? (Creeds)</i>	<ul style="list-style-type: none"> <li>• Alexander Campbell's <i>Guidelines for Interpreting the Bible</i></li> <li>• <i>Christ's Essential Question</i></li> <li>• <i>Aim and Plea of Churches of Christ, Disciples of Christ International</i></li> </ul>
<i>Chapter 3:</i> The Table Matters	<b>The Lord's Supper</b>	<b>Lesson 3A:</b> <i>Remembering Matters</i>  <b>Lesson 3B:</b> <i>The Table Rules</i>	<ul style="list-style-type: none"> <li>• <i>When You Do This, Remember Me</i> (lyrics for communion hymn adapted from Alexander Campbell's text, with permission)</li> </ul>

<p>Chapter 4: The Body Matters</p>	<p><b>Christian Unity, Harmony</b></p>	<p><b>Lesson 4A:</b> <i>Sticking Together</i> <i>(Christ's prayer for Unity)</i></p> <p><b>Lesson 4B:</b> <i>God's Math—</i> <i>Multiplication and Division</i></p> <p><b>Lesson 4C:</b> <i>Harmony Matters</i></p>	<ul style="list-style-type: none"> <li>• <i>Blest Be the Tie That Binds</i> (excerpt from 1909 convention program)</li> <li>• <i>Harmony</i> (poem)</li> <li>• Excerpt from Barton Stone's first <i>Christian Messenger</i></li> <li>• Additional Scripture/Quotes page</li> </ul>
<p>Chapter 5: The Children Matter</p>	<p><b>The Future:</b> In addition to the young, <b>'children' are considered anyone who can learn and grow.</b></p> <p><i>Considers the future of our faith—through education, mission, evangelism.</i></p>	<p><b>Lesson 5A:</b> <i>Where Did the Children Go?</i></p> <p><b>Lesson 5B:</b> <i>Why We Need the Children</i></p>	<ul style="list-style-type: none"> <li>• Five-Finger Graphic Organizer</li> <li>• <i>Child of God</i> (song lyrics)</li> <li>• <i>World Convention of Churches of Christ</i></li> <li>• Stone-Campbell schools, colleges and seminaries</li> </ul>

**Each Chapter Contains:**

What	Objective/purpose	Use
<b>Title Page</b>	Introduces key ideas, and separates chapters (can be tabbed and used as a divider).	<ul style="list-style-type: none"> <li>○ Photocopy for use at each chapter beginning. <i>Essential Questions</i> are written as a study introduction; if answered correctly, they demonstrate a degree of basic understanding of that section's content.</li> </ul>
<b>Scripture &amp; Quotations Page</b> (Chapter 4 has one page at chapter's first and one at last.)	<ul style="list-style-type: none"> <li>○ For a <b>people of the Book</b>, begins each chapter with <b>God's Word</b>, giving Biblical scriptures related to the chapter's main principle.</li> <li>○ The <i>New International Version (NIV)</i> of the Bible was used most often in <i>Streamers</i> due to wide acceptance among the streams; exceptions were made to use inclusive language and popular wording.</li> </ul>	<ul style="list-style-type: none"> <li>○ Use as a reading/reference sheet, or adapt to learner's own needs. Encourage learners to suggest other scriptures relevant to the theme.</li> <li>○ The Biblical scriptures that introduce each chapter, combined with in-lesson scriptures, provide a survey of many essential Bible scriptures (especially useful for seekers and disciples classes).</li> <li>○ Encourage learners of all ages to set personal goals to memorize one or more of the scriptures during each chapter, in keeping with/honor of the practices of the Stone-Campbell founders. (In this study, sideways-scrolled textboxes are used for most of the Biblical scriptures.)</li> </ul>
<b>Lesson A</b> - Reading - Questions for Thought and Reflection (QTR)	<ul style="list-style-type: none"> <li>○ <i>Reading</i>: Uses an educational 'hook' to engage learners and introduce the essential principle, connecting and applying it to everyday life.</li> <li>○ <i>Questions for Thought and Reflection (QTR)</i> extend and reinforce the concepts as learners discuss, explore, and apply them to their own contexts.</li> </ul>	<ul style="list-style-type: none"> <li>○ <i>Reading</i>: Hand out this section for the first time on each first meeting of each chapter. Read silently or aloud, perhaps stopping at the end of each of the two columns for a short discussion.</li> <li>○ <i>Questions for Thought and Reflection</i> reinforce and relate the lessons to the lives of each learner. The many <i>Questions</i> allow choices for various learners and contexts. Choose any or all, or add your own.</li> <li>○ Complete questions silently or aloud in a large group, or in a small group discussion (2 to 4 people).</li> <li>○ If the length of your study doesn't allow time to discuss these questions, encourage class members to take them home to complete as part of their "homework."</li> </ul>
<b>Lesson B</b>	○ Continues study of the chapter principle,	○ Same format as <i>Lesson A: Reading</i> , then <i>Questions for Thought</i>

<b>Lesson C</b> - Reading, QTR	expanding into more dimensions and applications to everyday life.	<i>and Reflection.</i> In most parts, <i>Lesson A</i> is more introductory and <i>Lesson B</i> more application (with an exception for Chapter 1). Both A and B are needed to complete the study. <i>Chapter Four</i> has Lesson 4C, which should be studied if possible.
<i>add-ins</i>	○ Allow individuals and groups to extend, adapt, and personalize the study to their own needs.	○ Adds information or reinforces the <i>Lesson</i> principle. Each resource is available for individuals or groups to adapt to their needs.
<b>Reflections, Notes</b>	○ Chapter-end pages for self-reflection, notes.	○ During and/or after each session, encourage learners to personalize their study by journaling and note-taking on one or both of these pages. (Set a rule that each learner's notebook is <i>off-limits</i> to others.)
<b>Chapter Guides</b>	○ Give teaching strategies, explanations, and extensions of <i>Streamers</i> components.	○ For organizers and leaders of the <i>Streamers</i> study. Use to plan and adapt <i>Streamers</i> to individual and congregational needs. Consider using the <i>whole group ideas</i> to involve the entire congregation.

## Choosing the Length of Study:

Length	Strategy					
<b>Short Study</b> (Approx. 5 sessions)	<b>Take one chapter per each Session.</b>					
	<ul style="list-style-type: none"> <li>▪ The goal of the short study is <b>introduction</b> and <b>overview</b>. Much of the study will be completed by learners on their own, with the end product a finished notebook.</li> <li>▪ Before the study begins, hand out <i>G-Who</i> and perhaps <i>Streamlined Slogan</i> to build interest in joining the study.</li> <li>▪ Either combine Lessons A and B into one class (divide time between the two), assigning particular <i>Questions for Thought and Reflection</i> to be answered on learners' own, or use one lesson in class and send the other with learners for dedicated homework; begin the next session with a review of this work.</li> </ul>					
		<b>Chapter 1</b>	<b>Chapter 2</b>	<b>Chapter 3</b>	<b>Chapter 4</b>	<b>Chapter 5</b>
	<b>Sessions</b>	<b>Session 1</b>	<b>Session 2</b>	<b>Session 3</b>	<b>Session 4</b>	<b>Session 5</b>
<b>Lessons</b>	Lessons 1A & 1B	Lessons 2A & 2B	Lesson 3A & 3B	Lessons 4A,4B,4C	Lesson 5A & 5B	

**Intermediate Study**  
(Approx. 12 sessions)

*Use one session for Lesson A and one for Lesson B. Use one class session for the G-Who introduction, and the last session for finishing other studies and wrap-up.*

- The goal of the intermediate study is more complete coverage of the *Lessons*.

	<b>Intro</b>	<b>Chapter 1</b>	<b>Chapter 2</b>	<b>Chapter 3</b>	<b>Chapter 4</b>	<b>Chapter 5</b>	<b>Conclusion</b>
<b>Sessions</b>	<b>Session 1</b>	<b>Sessions 2,3</b>	<b>Session 4,5</b>	<b>Session 6,7</b>	<b>Session 8,9</b>	<b>Session 10,11</b>	<b>Session 12</b>
<b>Lesson A</b>	G-Who	Lessons 1A	Lessons 2A	Lesson 3A	Lessons 4A,4B	Lesson 5A	wrap up
<b>Lesson B</b>		Lesson 1B	Lesson 2B	Lesson 3B	Lesson 4C	Lesson 5B	

<p><b>Long Study</b> (Approx. 20 sessions: 5 months)</p>	<p><i>Use up to one month per chapter. Spend one session on introduction, then one on each Lesson and each Connection.</i></p> <ul style="list-style-type: none"> <li>▪ The goal of the long study is complete development of Lessons, and strong understanding of the major Stone-Campbell beginnings, founders, and events.</li> <li>▪ To extend the study to a chapter per month, using the extra week for catching up, add-ins, extra-lessons, and whole-church activities.</li> </ul> <table border="1" data-bbox="432 464 1911 987"> <tr> <td></td> <td><b>Intro</b></td> <td><b>Chapter 1</b></td> <td><b>Chapter 2</b></td> <td><b>Chapter 3</b></td> <td><b>Chapter 4</b></td> <td><b>Chapter 5</b></td> <td></td> </tr> <tr> <td><b>Sessions</b></td> <td><b>Session 1</b></td> <td><b>Sessions 2-4</b></td> <td><b>Sessions 5-8</b></td> <td><b>Sessions 9-12</b></td> <td><b>Sessions 13-16</b></td> <td><b>Sessions 17-20</b></td> <td><b>Session 21</b></td> </tr> <tr> <td><b>Lesson A</b></td> <td>G-Who</td> <td>Lessons 1A</td> <td>Lessons 2A</td> <td>Lesson 3A</td> <td>Lessons 4A</td> <td>Lesson 5A</td> <td>Wrap up</td> </tr> <tr> <td><b>Lesson B</b></td> <td>Lesson 1B</td> <td>Lesson 2B</td> <td>Lesson 3B</td> <td>Lesson 4B</td> <td>Lesson 5B</td> <td></td> <td></td> </tr> <tr> <td><b>Add-ins</b></td> <td></td> <td></td> <td>AC's rules: Bible</td> <td></td> <td>Lesson 4C</td> <td>Wickliffe Campbell</td> <td></td> </tr> </table>		<b>Intro</b>	<b>Chapter 1</b>	<b>Chapter 2</b>	<b>Chapter 3</b>	<b>Chapter 4</b>	<b>Chapter 5</b>		<b>Sessions</b>	<b>Session 1</b>	<b>Sessions 2-4</b>	<b>Sessions 5-8</b>	<b>Sessions 9-12</b>	<b>Sessions 13-16</b>	<b>Sessions 17-20</b>	<b>Session 21</b>	<b>Lesson A</b>	G-Who	Lessons 1A	Lessons 2A	Lesson 3A	Lessons 4A	Lesson 5A	Wrap up	<b>Lesson B</b>	Lesson 1B	Lesson 2B	Lesson 3B	Lesson 4B	Lesson 5B			<b>Add-ins</b>			AC's rules: Bible		Lesson 4C	Wickliffe Campbell	
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<p><b>Open-ended</b></p>	<p>Work through the study from beginning to end, using the long study model, but adapting the study to the individual or group pace, needs, and interest. Engage the class or congregation in whole-study ideas as appropriate.</p>																																								
<p><b>Session Length</b></p>	<p>Class sessions are recommended to be 40 to 90 minutes in length, although activities and projects could easily and productively expand the study into another 30-60 minutes. Class sessions of 45 minutes or longer give better coverage, and depending on group, allow the class to add more dimensions to each session.</p>																																								

## Setting Up the Study

### *The Curriculum:*

- I. In the best case, the curriculum pages can be supplied to each learner and kept in an individual notebook for use and review. The study materials will be a valuable resource and reference for years to come.
  - A. All or parts of the *Streamers* curriculum **may be downloaded**, at no charge, as a pdf (portable document format) file, from either the Disciples of Christ Historical Society, or Disciples Home Missions websites (see also page 9):
    - Disciples of Christ Historical Society: <http://www.discipleshistory.org>
    - Disciples Home Missions: <http://www.discipleshomemissions.org>

*(Downloading the pdf file requires Adobe Acrobat Reader to be installed on one's computer.*

*This can be downloaded at no charge from <http://www.adobe.com>.)*

    1. Pages can be individually printed or photocopied in black & white or in color.
    2. Individuals are welcome to download and print the pages for themselves.
    3. The material may also be read via computer monitor (and the smaller print 'zoomed' to be larger if needed), or projected onto a screen or wall by using an LCD-type projector. These methods are recommended for those who have trouble with the small print used for some of the material.
  - B. A **3-ring binder**, at least 1½ " wide, works well to hold the pages. Binders with inside pockets and a clear-view cover for inserting the title page are ideal. *(If expense is an issue, check with local businesses, who often surplus slightly used notebooks such as this and are eager to donate them.)*
  - C. **Chapter dividers** are especially useful in the notebook, and can be purchased or made.
  - D. Pages can be provided one section at a time (recommended for a longer study), or as an entire packet (recommended for a short study).
- II. The curriculum is rich with resources for a wide range of learners and needs. Your group may or may not want to print and use all of the resources. Leaders should review materials before printing them.
- III. Individual learners may choose to print from the websites and add to their notebooks additional materials that their group did not have time to study.

**See individual *Chapter Guides* for detailed information on using each part of the curriculum.**

*Teachers/Facilitators:*

- I. ***Streamers*** has been designed so that it can be self-teaching, or used in classes, if needed, *without* highly trained leaders.
  - A. In such a case, class leaders take on the role of facilitators, motivators, and guides, helping plan the materials to use with each session, then guiding the class through the lesson. If a person knowledgeable in Stone-Campbell history is unable to attend the class, they could advise and periodically visit the class, helping consult, encourage, and direct learners.
  - B. With mature groups, leadership could be rotated among members.
- II. An essential quality of leaders who will facilitate *middle and high school classes* is knowledge and experience in working with youth, thus allowing them to adapt the curriculum to this population's particular needs.

***“The church of Christ upon earth is essentially, intentionally, and constitutionally one.”***  
*-Thomas Campbell, founder, in the Declaration and Address (1809)*

## Who Can Use Streamers?

Who	Recommendations
All learners:	The materials have been written to be adaptable to a variety of groups and learning needs. Choose questions, content, and extras according to your group needs.
Children*	*A parallel children's curriculum is in production. Until then, many of the lessons and themes can be adapted to children's groups. See Whole Church Ideas.
Middle School Age	Remember the short attention span of learners. The relational aspect of the applications should click with this population. Consider using active movement, role-plays, skits, and the arts. See below about youth and media.
High School Age	<p>The relational aspect of the applications should connect with this population, taking in a wider scope than for the middle-school population. Use active movement, role-plays, skits, and the arts, as well as group collaborative projects. This population may want to pursue individual research.</p> <p>Many 21<sup>st</sup> century youth are whizzes at media and technology; tapping into this ability may not only draw student interest, but allow the youth to generate valuable resources for the entire congregation.</p>
Young Adult/ College Age	Young adults lead busy, active lives and expect relevance, action, and authenticity in the causes to which they devote their time. Relationships are important, becoming increasingly serious at this age. These factors find young adults already considering and re-examining 'what really matters' in their lives and futures. The class can be self-led, perhaps adapting to a non-traditional meeting time and place. Very small young adult populations might contact other Stone-Campbell congregations in the area and arrange to meet together for the study.
Adults	Assess the level of familiarity with Stone-Campbell history. Encourage adults to keep their notebooks for later study and review.
Senior Adults	Most senior adults who are life-long members of Stone-Campbell congregations will welcome this study. No matter how familiar learners are with the material, encourage everyone to complete the study. Even veterans can benefit from the review, as well as understanding what the others in their congregation are learning.
Inter-generational Groups	<i>Questions for Thought and Reflection</i> have diverse references to all age groups, and would work well as intergenerational discussion starters. Intergenerational groups of 10 to 12 learners can be assigned "randomly" beforehand, with these groups becoming several intergenerational "families" that learners will stay with and come to know better throughout the study. (This is a great way to separate age-mates who cause problems when they are in the same class!) After the lessons, do provide a time for learners to get together with their own age-mates for a time of sharing and relating.

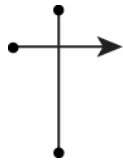
<b>Non-Stone-Campbell learners</b>	Although some lessons reference the <i>Restoration Movement</i> and its founders, many of the materials in the <i>Lessons</i> or add-ins are applicable to other seekers and believers in Christ.
<b>Sunday School</b>	Decide upon objectives for the study, then choose the length of study accordingly. Use as a church-wide study, or for interest groups that begin and end over time (learners from earlier studies could become facilitators of later groups).
<b>Group Study</b>	Ideally suited for dedicated study to the Stone-Campbell principles and history. Consider for individual focus groups, such as elders, deacons, youth, seniors, planning and visioning teams.
<b>Vacation Bible School</b>	With five sessions, make each chapter the subject of one session. With 10 sessions, take two sessions per chapter. Consider using some of the whole-church ideas as games and projects.
<b>New Members</b>	Can be an individual or group study. Give new members the notebook and encourage them to complete the pages and keep it as reference. <i>Session 1</i> should be <i>G-Who?</i>
<b>Discipleship Study</b>	For youth and adult seekers considering or answering the call to Christ, baptism, and membership. Keeping up with and completing the <i>Streamers</i> notebook could be part of the course expectations, and an important resource afterwards. Take special note of <i>Christ's Essential Question</i> (Ch 2) and <i>Walter Scott's Faith on Five</i> (Chapter 5). <i>Streamers</i> can be used with groups of children as young as nine years old who are seriously engaged in consideration of baptism and discipleship; this group may need help with some reading and more abstract questions. Use the long study for this group.
<b>Individual Study</b>	Encourage individuals to keep the materials in a notebook form, and to fill in reflection questions and note sheets with impressions as they work. Perhaps give certificates or other recognition to those who complete the study. Learners could meet in 'book club' type group meetings for reflection and discussion.

### **Curriculum Providers:**

The *Streamers* curriculum was prayerfully planned and written to educate and re-connect believers in the Stone-Campbell streams with the principles and heritage that guided their beginnings and early growth. While writing *Streamers*, many efforts were made to try to be inclusive of the millions of “streamers” in the broad Stone-Campbell brother and sisterhood, affiliated especially with those congregations known as:

- **The Christian Church (Disciples of Christ)** including **Churches of Christ, Disciples of Christ, International**
- **Churches of Christ** (some calling themselves churches of Christ or ‘*a cappella*.’)
- **Christian Churches/Churches of Christ** (some calling themselves *independent* or *non-denominational*)
- Churches of Christ internationally, using a variety of names.

The *Streamers* curriculum is made available through the cooperative effort of the ***Disciples of Christ Historical Society*** and ***Disciples Home Missions of the Christian Church (Disciples of Christ)***. Both organizations are non-profit service providers and rely upon individual and congregational support to keep their ministries going. Prayers, feedback, and financial support will allow more materials like *Streamers* to be forthcoming!



## Disciples of Christ Historical Society

*The Future of History*

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The *Disciples of Christ Historical Society* is one of the general ministries of *The Christian Church (Disciples of Christ)*, serving also the *Churches of Christ* and the *Christian Churches/Churches of Christ*. The *Disciples of Christ Historical Society* helps congregational historians, assists scholars, sponsors lectures, and maintains archives of a wide variety of historical materials and artifacts related to the Stone-Campbell movement.

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*Disciples Home Missions*, also a general ministry of *The Christian Church (Disciples of Christ)*, commits to connecting people to the life-changing love of God by developing partnerships through the *Christian Church (Disciples of Christ)* that strengthen congregations and leaders to make a difference in the world by revealing the light of Christ.

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