




TALKINGPOINTS WALKINGPOINTS

2023.7.30



A publication of , the adult discipleship ministry of Triangle Community Church.

Talk together about the glory of God's kingdom. –Psalm 145:11
Love the Lord your God and **walk** in all his ways. –Joshua 22:5

Triangle Community Church aims to be a "transforming church". We exist to be used by God as He transforms ordinary people into extraordinary followers of Jesus Christ. TCC believes not only that life-change is possible—but that it is to be expected. Growth is God's will for his people. But transformation does not happen by accident. It requires intentional, intelligent action. 1 Timothy 4:7 instructs you to "discipline yourself for the purpose of godliness." Since "Talking Points, Walking Points" is intended both for individual reflection and for group discussion, questions vary in degree of vulnerability required. Generally it is best to begin group discussions with questions which involve less personal disclosure—but don't linger there. Be sure to "dive deep" too! The questions which require the greatest openness and honesty, as well as those in the section entitled "Digging Deeper in your Daily Quiet Time", are perfect for private reflection.



Questions for Reflection or Discussion

- LoveLife aims to "unite and mobilize the church to create a culture of love and life" ([Sermon Summary](#)). Given today's culture, does that seem like a hopeless cause to you? Why or why not?

What do you think are some of the greatest obstacles we face in "creating a culture of love and life"?

- Together as a group, create a chart listing all the ways unborn babies are similar and dissimilar from toddlers.

Now, decide which differences are relevant in deciding whether or not that person's life should be protected.

What is suggested by the fact that the Bible uses the **same** Greek word (*brephos*) to refer to a baby while still in his mother's womb as well as to a toddler? (See Luke 1:41-44 and Acts 7:19.)

	...are the same	...are different
unborn		
toddler		

Let's answer the **same** question about **both** an unborn baby and a toddler: **"What is it?"**
What did you conclude? **How important** is that conclusion? **Why** is that conclusion crucial?



- Why** do you think that some people have a negative opinion of "pro-life advocacy"?

To what degree do you think this response is valid or invalid—and why?

What can or should we do to improve the image of pro-life advocacy?



The mission of **LoveLife** is to unite and mobilize the church to create a culture of love and life that will bring an end to abortion and the orphan crisis. **LoveLife** is helping to create a culture in which people stop running to the local abortion center and begin running to the local church. **LoveLife** started in Charlotte seven years ago and it is now spreading across the United States and even to other countries. Through the ministry of **LoveLife** over 5,000 babies have been saved, including sixty-one babies right here in Raleigh and Chapel Hill in the last twelve months. Fifty local abortion workers have quit the industry!

The Tragic Truth:

- Abortion, not cancer or heart disease, is the leading cause of death.
- Every week 17,000 babies die through abortion.
- Abortions are allowed in NC up to twelve weeks (and in some places up to birth).
- Men participate in abortion.
- 74% of women say they would keep the baby if the father had supported her.
- Abortion is **not** just a secular issue but a church issue as well:
 - 40% of women were attending church at the time of their abortion.
 - 50% of men were attending church at the time of the abortion.
 - 54% of those who have an abortion identify as Christian.

Many believers are struggling alone and in need of healing and restoration.

Everyone who has abortion in his or her past is urged to go to **healinghearts.org** for confidential, gospel-centered, grace-driven counseling for those wounded by abortion.

Application-Challenge:

This is a **spiritual battle** and we must humbly turn our hearts to the Lord and ask him to fight this battle to change hearts and minds. Church, we are calling you to action—to “**Join the Journey**”!

Who: TCCers of every age, including children

What: a peaceful gathering of unified prayer and praise

Where: A Woman's Choice abortion clinic

When: **this Saturday**, August 5, 9am—10:45am

Why: to love our neighbors, through prayer

How: carpool from TCC, **departing at 8:29am sharp!**
(We'll park at 3501 Horton Street Raleigh for our orientation.)

The “SLED” Test

Steve Wagner

We all agree that toddlers are valuable human beings with rights. Yet the unborn differ from toddlers in only four ways, and the first letters of each of these differences spell an easy-to-remember acronym, SLED: **S**ize, **L**evel of Development, **E**nvironment, and **D**egree of Dependency. Here’s how to use the SLED test with a technique I like to call “trotting out the toddler.”



- The unborn is smaller than the toddler, but toddlers are smaller than adults.
- The unborn is less developed than the toddler, but toddlers are less developed than elementary school kids.
- The unborn is in a different location than the toddler, but toddlers can change environments without changing their value.
- Finally, the unborn is more dependent than a toddler, but toddlers are more dependent than adolescents (even if some parents would deny this). And many other born people depend on medications, caregivers, and spacesuits to sustain their lives. They are more dependent than those who don’t need these things.

So, there are only four ways the unborn differ from toddlers, but many toddlers and other born humans differ in exactly the same ways. So how can we justify killing the unborn on these grounds, when we protect born humans who have the same deficiencies?

The SLED Test Meets the Real World

Anyone who has talked with an abortion advocate knows that the dynamics of real conversation many times make it impossible to give a four-step argument like the SLED Test. Sometimes people have a short attention span or want to focus on just one of these points. Even still, items from the SLED test come up frequently in any conversation on abortion. All you have to do is keep watch for them, then respond with a response from the SLED Test.

Here are the SLED concerns I hear repeated most frequently, followed by my most favored response(s). Learn these and you’ll be in good shape!

Size: “How Can Something So Small Be a Person? It Looks Like a Clump of Cells.”

“Why should we believe that microscopic human beings aren’t persons? Are you saying those who are larger have the right to determine whether those who are smaller deserve to exist? Doesn’t that sound like discrimination? Would that be called sizism? And to disqualify someone because their body is undeveloped sounds mean. How is your statement different from saying to a disabled person that he doesn’t count because of how his body looks and works? Should we call that developmentism, discrimination against someone for the body she’s developed? Think of a two-year-old: Isn’t she smaller than the rest of us? But she has equal value to adults in spite of her small stature. If she’s valuable, size is irrelevant to value, right? Isn’t the embryo valuable too?”

Level of Development: “The Unborn Can’t Think or Feel Pain or Know That It Exists.”

“Well, in the earliest stages at least, I agree. There’s a debate about when we develop these abilities, but the embryo can’t do any of these things. But is our value really based on our abilities? After all, even adults differ in how well they think or how sensitive they are to pain or how self-aware they are. How can you value all of these people the same even though some of them can’t think well? And some children, like Gabby Gingras, can’t feel pain at all. Are they disqualified? Some severely disabled people aren’t self-aware. People in a reversible coma aren’t thinking, feeling pain, and they definitely aren’t aware of themselves. In order to be consistent, aren’t you going to have to disqualify all of these people with disabilities too? And if not, shouldn’t we value the unborn whose also a human being?”

Environment: “It’s Not in the World Yet. It Doesn’t Even Breathe Air.”

“What do you mean by saying the unborn isn’t ‘in the world’? Surely the unborn is in the world — it’s simply hidden from view. It doesn’t interact with you and me like a toddler does, but isn’t he interacting with his mother in exactly the way someone at his stage of development should? It’s interesting that you claim the unborn is not breathing air. Do you mean that he isn’t even undergoing oxygen exchange, or respiration? All of us did that from the moment we began to exist as zygotes. But you must think breathing air into the lungs is critical for value. What is it about the unborn’s method of respiration or the location of her respiration that diminishes her value? Let me ask you a question. How long can you breathe under water? For about one swallow of water, right? Well, did you know that the unborn is not only surrounded by amniotic fluid, she is breathing it in and out of her lungs? If you can’t survive in her world, why do you expect her to survive in yours? Isn’t that a bit arbitrary and unfair?”

Degree of Dependency: “The Unborn Is Totally Dependent on Only One Person.”

“So let me see if I understand your concern. Are you saying that since the unborn can’t survive without the mother, that it’s dependent in a different way than a toddler, who can survive with any caretaker? So, being dependent on only one person is what disqualifies the unborn? Imagine that you are the last person to leave a swimming pool area and you know everyone else has left and are miles away. As you’re closing the gate, you hear a splash in the pool as an infant falls into the pool. Evidently, her parents forgot her and left her at the pool. How are you going to respond? You would save that infant, right? But why? She’s dependent on only one person – You. Isn’t it the case that human beings are valuable even if they’re dependent on only one person? If we don’t disqualify the infant that’s totally dependent on only one person, why disqualify the unborn? Dependency is irrelevant to value...and doesn’t dependency usually signal that we have an obligation to the dependent person, not a right to terminate them?”

Steve Wagner is a bio-ethics speaker for Stand to Reason and the author of a new book called “Common Ground Without Compromise - 25 Questions to Create Dialogue on Abortion.” In addition to making the pro-life case to those who disagree, Steve specializes in training college students to engage their campuses in large-scale discussion on abortion. Steve has trained students at more than fifteen universities, including the college students at the Focus on the Family Institute.

Digging Deeper in Your Daily Quiet Time

"Five Question Bible Study" (see page below) *is a simple way to study any topic.*
Let's use it to explore the sacredness of every human life...

Monday—Read Genesis 1:24-30. How is mankind like, and unlike, the rest of creation?

Tuesday—Read Psalm 139:13 & Jeremiah 1:5. When does each human life begin?

Wednesday—Read Leviticus 19:33-34. How should we treat foreigners?

Thursday—Read Zechariah 7:9-10 & Leviticus 19:15. What is **true** justice?

Friday—Read Deuteronomy 22:8. Why do we have OSHA regulations?

Saturday—Read Galatians 5:14. What's the simple summary of our duty to others?

Five Question Bible Study

Bible Text: _____ Date: _____



What idea particularly strikes me from this text? [Note in which verse(s) it is found.]



What question does this text raise in my mind—and how would **this text** answer it?



What about Jesus Christ—his character and/or his redemption—relates to this text?



What action must I take as a result of this text? Be concrete and specific.



With whom will I share what I learned from this text? [and what was their response?]