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**SCOTT
KLUSENDORF**

Saving Babies

Saving Souls

Equipping Christians

study guide

Life Is Best: Discussion Guide

This discussion guide is a companion to the 13-episode *Life Is Best* video series available at www.Wretched.org

By Susan Friel

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EPISODE 1



WHAT IS IT?

SEGMENT 1: WE CAN ABORT BABIES IF...

EPISODE 1

WHAT IS IT?

1. Definition of Abortion: It is the _____ killing of an _____ human being.
2. Stalin killed _____ million people.
3. Hitler killed _____ million people.
4. The United States under Roe v. Wade has killed _____ million people.
5. What are tastes/likes/dislikes/preferences?
6. Right or wrong is based on _____ truth, not _____.
7. Pro-lifers aren't saying abortion is wrong because they dislike it; they are saying it is wrong because it is the _____ killing of an _____ human _____.
8. Abortion is about what's right or wrong in _____ of our tastes/preferences, not what's right or wrong _____ to our tastes/preferences.
9. What is the key issue in every abortion discussion regarding public involvement in women's personal health decisions?
10. Totipotent = a fertilized egg is typically _____ and contains everything needed for _____ human _____.
11. When does Psalm 139 indicate that personhood begins?
12. How does Psalm 139 show God's activity in our personhood?
13. The Bible teaches that all humans have value because they bear the _____ of God. The term for this is *imago* _____.
14. The science of Embryology teaches us that from the earliest stages of development, from conception, the unborn are: _____, living, and _____ human beings at conception.

**For you formed
my inward
parts; you
knitted me
together in my
mother's
womb.**

[Psalm 139:13]

SEGMENT 2: WHAT ARE THE UNBORN?

1. Abortion is not as complex as pro-abortion activists say it is. It inevitably comes down to one question: _____ is _____?
2. Before we can answer the question of whether we can kill the unborn, what do we have to know?
3. Scientifically, we know that the unborn are alive. What are the ways the unborn fit the definition of an organism?
 - a. They undergo _____. (They grow!)
 - b. They _____. (They turn food into energy.)
 - c. They respond to _____.
 - d. Distinct, separate _____ from the mother.
 - e. They have their own unique genetic _____ that is different from their mother and father.
 - f. They have their own _____.
 - g. They have their own _____ type.
4. Is the intentional killing of an innocent being any different than killing an insect? Why or why not?
5. Is the intentional killing of an innocent human being any different than killing a cat or dog? Why or why not?
6. Skin cells and teeth are a _____ of the whole, but embryos are distinct, whole, and human.
7. An embryo is different in kind from any other cell. It is a whole _____ in and of itself.
8. Another way to see that the embryo is a whole entity is to understand the difference between something that is _____ versus _____.
9. A constructed object is a _____ of its parts.
10. The unborn are not like a constructed object. Why not?
11. You did not come _____ an embryo; you once _____ an embryo.
12. We know Biblically, _____, and intuitively that the unborn are distinct, living, and whole human beings.

EPISODE 1

WHAT IS IT?

God created man in his own image, in the image of God he created him; male and female he created them.

[Genesis 1:27]

WHAT IS IT?

1. What are some of the reasons people cite for why the unborn don't count?
2. When objections arise, get on your ____ ____ ____ ____!
 - a. S =
 - b. L =
 - c. E =
 - d. D =
3. Does size determine your value? Why or why not?
4. Do smaller human beings have less value than larger ones?
5. The unborn are less developed than we are. Are they less deserving of the right to life? Does level of consciousness or processing abilities make the unborn less deserving of life?
6. When objections such as feelings, self-consciousness, interaction, and processing arise in a dialogue, why is it best to personalize the issue?
7. How did Abraham Lincoln use skin color in an argument against slavery?
8. The Level of Development argument results in savage _____.
9. What does your environment have to do with what you are?
10. Is the child's location decisive? Does it fundamentally change who/what they are?
11. Does changing locations change you?
12. When someone brings up the Environment argument, they are trying to convince you that a change in _____ changes _____.
13. The Dependence argument is based on the idea that the unborn are dependent on their mother for _____.

**I praise you, for
I am fearfully
and
wonderfully
made.
Wonderful are
your works.**

[Psalm 139:14]

ANSWERS

1. Intentional, Innocent
2. 40
3. 30
4. 55
5. Taste/likes/dislikes are subjective opinions based on personal preferences, not facts based on objective truth.
6. Objective truth, not tastes/likes/dislikes/preferences
7. Intentional, Innocent, Being
8. Spite, According
9. What is the unborn?
10. Powerful, Full, Development
11. Indicates life begins at conception
12. The Psalm declares that God is involved in putting together our unformed substance and our frame.
13. Image, Dei
14. Distinct, Whole

SEGMENT 2

1. What is it?
2. We have to know “what are the unborn?”.
3. A. Reproduction
B. Metabolize
C. Stimuli
D. Entity
E. Code
F. Gender
G. Blood
4. Moral intuition tells us that killing humans is not equivalent to killing insects.
5. Moral intuition tells us that killing humans is not equivalent to killing animals.
6. Part
7. Entity
8. Constructed, Developed
9. Sum
10. Constructed object is putting together elements until there is a finished product. It is simply a compilation of parts put together piece by piece. It is a sum of its parts. The unborn are not like that.

11. From, were. Everything that makes a person a person was already there at the first stage of development.
12. Scientifically

SEGMENT 3

1. Size, self-awareness, lack of feelings, can't interact with their environment.
2. S.L.E.D
 - a. Size
 - b. Level of Development
 - c. Environment
 - d. Degree of Dependency
3. If size determines our value, many small people are in trouble.
4. If the embryo is tiny and doesn't matter, then logic demands that we be consistent across the board. Looking around we see small human beings, and that logic would say the smaller humans have less value than the larger ones. There is no ground for human equality in the Size argument.
5. If development defines humanity and we accept it with the unborn, then logic requires us to accept that with the young in our culture since they are not fully developed adults.
6. It allows for a shift from the abstract to the concrete. It helps to give a personal example, which will drive home a powerful point that if development defines humanity, the young lose.
7. If fairer-skinned humans are more valuable than darker-skinned humans, then a person who is fairer skinned than you can enslave you.
8. Inequity
9. Nothing. You can move locations and travel, and you are still you.
10. No. The 8-9 inch trip down the birth canal does not turn a non-valuable, non-human entity into a valuable human entity.
11. If it does, we better be careful if we move to a new address.
12. Location, you
13. Survival