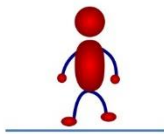


## Why is understanding debatable issues so important?

- We \_\_\_\_\_ or \_\_\_\_\_ the \_\_\_\_\_ in the way we handle debatable issues.
- We learn how to distinguish between \_\_\_\_\_ and \_\_\_\_\_ issues.
- We protect and propel the \_\_\_\_\_ by spreading the gospel, not our \_\_\_\_\_.

### THE ISSUE (1-3)

\* We \_\_\_\_\_ one another because  
God has \_\_\_\_\_!



strong = those who are able to connect \_\_\_\_\_  
to their lifestyle and participate in a neutral activity without sinning

weak = those who are unable to fully connect Christ's sacrifice to their lifestyle and therefore are unable  
to participate in a neutral activity without sinning

#### 1. Our \_\_\_\_\_ is not to \_\_\_\_\_ our brother/sister. (4-12)

- God is his \_\_\_\_\_, and He has received him. (4)
- God is his \_\_\_\_\_, and He is directing him. (5-6)
- God is his \_\_\_\_\_, and He sent Jesus to die for him. (7-9)
- God is his \_\_\_\_\_, and He will hold him accountable. (10-12)

#### 2. Our \_\_\_\_\_ is not to \_\_\_\_\_ our brother/sister. (13-23)

- Understand the role of \_\_\_\_\_. (14)
- Be \_\_\_\_\_ of whom your \_\_\_\_\_ affects. (15-16)
- Keep your focus on what matters in the \_\_\_\_\_. (17-19)
- Be willing to \_\_\_\_\_. (20-23)

3. Our job is to \_\_\_\_\_ our brother/sister as Jesus has modeled for us. (15:1-7)

- a new \_\_\_\_\_ (1-2)
- a new \_\_\_\_\_ (3-4)
- a new \_\_\_\_\_ (5-7)

### QUESTIONS

☐ How do we distinguish between \_\_\_\_\_ and \_\_\_\_\_ areas?

- Is there a scriptural \_\_\_\_\_ regarding the issue?
- Are sound \_\_\_\_\_ of biblical interpretation used when seeking to justify an activity?
- Is there a normative \_\_\_\_\_ to follow?
- Does the activity \_\_\_\_\_ what has been generally accepted throughout church history?
- Is this a \_\_\_\_\_ you would die for?

☐ How do we know whether we should \_\_\_\_\_ in a debatable activity or not?

- Is your conscience \_\_\_\_\_? (14:23)
- Does it \_\_\_\_\_? (15:2)
- Is my brother made \_\_\_\_\_? (14:21)
- Does it lead toward \_\_\_\_\_? (15:5)
- Does it \_\_\_\_\_? (15:6-7)