*Introduction to the activity:*

The card sort activity is designed for students who are new to EvMed. When novice students perform the card sort, they typically focus on surface level features of each card. In this case, novice students often sort cards based on the type of disease being described (e.g. infectious disease vs. genetic). However, as they move towards greater understanding, they should start sorting more of the cards according to this deeper conceptual framework.

*Suggested outline to run the activity:*

1. Pass out envelopes that contains a set of the provided cards. One envelope per 2-4 students is recommended.
2. Instruct students to open the envelopes and read through the statements, and then categorize the cards by similarity. Make it clear to students that there are no right or wrong answers. However, students should follow these rules:
   * There must be at least two categories.
   * Each category needs to have at least two cards.
   * Try to keep each card in one category.
   * Give each category a name.
3. Give students 8-10 minutes to work through this activity. If a group finishes early, have them figure out a different way to group the cards. This is a great opportunity to walk around and talk to students to learn how they approach the task.
4. When finished, have students put the cards back into the envelope.
5. Reconvene the class and discuss the ways students sorted their cards.
   * This can be done by going around the room and having groups briefly describe their categorization or by simply explaining to the class the different ways you saw them sort the cards.
6. Lead a lesson that goes over the six reasons why we get sick. End with 10 minutes left in class so students are able to re-do the card sort and summarize the importance of this conceptual framework.
   * Example slides are provided for your use or use with modification.
   * The goal of the lesson should be to introduce each of the six reasons. Make this clear to students.
     1. For EvMed survey classes, this works well as a primer for the rest of the course.
     2. For non-EvMed courses, this works as a nice single day introduction to how evolution applies to health and disease.
7. Have students re-open their envelopes and instruct them to work in their same groups to re-do the card sort.
8. Provide students with answers and reiterate the importance of this as a conceptual framework to use in EvMed.