# Generating a Work Order

# Weatherization Energy Auditor Single Family

Learning Objectives

By attending this session, participants will be able to:

* Formulate solutions to handle typical barriers to weatherization measures.
* Determine health and safety measures.
* Compose analysis reports (work order).
* Propose work specifications.

Key Terminology

Community action agency (CAA)

Deferral of services

Indoor air quality (IAQ)

Knob and tube wiring

Work order

Zone pressure diagnostics (ZPD)

Supplemental Materials

Handouts & Resources

“Auditing: The Selection of Measures." WxTV. Montana Weatherization Training Center. <www.wxtvonline.org>.

Copies of PowerPoint slides 3 through 9 as handouts (Print as Handouts – 2 per page).

Gill, Tony. “Sample Work Order.”

Krigger, John T., and Chris Dorsi. *Residential Energy Cost Savings and Comfort for Existing Buildings*. 4th ed. New York: Saturn Resource Management, 2004.

Math for Wall Square Footage Answer Sheet.

Sample completed work order.

Site-Built Home Work Order Form.

Online Platform Lessons

Use these online interactive training modules as prerequisites before students attend the course, or as in-class computer lab sessions. Users must first create an account at [www.nterlearning.org](http://www.nterlearning.org) to access the lesson.

i- 3.4 Building Envelope, Thermal Envelope, Pressure Boundary and Conditioned Space [https://www.nterlearning.org/web/guest/course-details?cid=249](https://www.nterlearning.org/web/guest/course-details?cid=248)

Class Overview

* **Set the scene**: Open class by handing out copies of slides 3 through 9. Show the seven slides, discussing with the class what they observe in the photos. Allow time for students to create individual field notes from their observations and your descriptions of what the photos illustrate.
* On reaching slide 8, have the class name possible barriers to weatherization of the pictured house. Discuss how each barrier could be overcome.
* Ask students to volunteer examples of barriers and solutions from their own experiences.
* Have the class develop a list of appropriate measures for the pictured house, prioritize the tasks, and go through the exercise of creating a work order on the video screen, overhead projector, whiteboard, or easel pad.
* Conclude the session by giving students a completed sample work order for the house, either electronically or as a handout.
* Be sure to instruct the class not to include math in the work order. The contractor should measure and submit an itemized bill for work done.