

CDX Automotive Tasksheet : C248

Student/Intern Information:

Name Date Class

Vehicle used for this activity:

Make Model

Year Odometer VIN

Learning objective/task:

Remove, clean, and inspect brake shoes, springs, pins, clips, levers, adjusters/self-adjusters, other related brake hardware, and backing support plates; lubricate and reassemble.

Recommended resource materials:

- CDX General Service
- CDX Automotive Resource Kit
- CDX eTextbook
- Tech Service Bulletins, Shop Manuals, and any other information applicable to the specific vehicle or components you are working on.

Some safety issues to consider:

- Vehicle hoists are important tools that increase productivity and make the job easier. But they also can cause severe injury or death if used improperly. Make sure you follow the hoist and vehicle manufacturer's operation procedures. Also make sure you have your supervisor/instructor's permission to use a vehicle hoist.
- **Caution:** Brake dust may contain asbestos which has been determined to cause cancer when inhaled or ingested. Treat all brake dust as if it contains asbestos and use OSHA approved Asbestos removal equipment. DO NOT allow brake dust to become airborne by using anything that would disturb the dust. Also wear protective gloves during this procedure and dispose of or clean them in an approved manner.
- Always wear correct protective eyewear and clothing and use the appropriate safety equipment, as well as fender covers, seat protectors, and floor mat protectors.
- Make sure that you understand and observe all legislative and personal safety procedures when carrying out practical assignments. If you are unsure of what these are, ask your supervisor/instructor.

Materials required:

- Vehicle or drum brake assembly
- Vehicle lifting equipment
- Asbestos removal equipment
- Brake spring tools
- Micrometer or dial caliper

Assignment:

1. Research the brake shoe and hardware removal procedure in the appropriate Service Manual.

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Specifications:

a. Minimum Lining Thickness: Primary

b. Minimum Lining Thickness: Secondary

2. Remove brake drum following the manufacturer's service procedure.
3. Clean brake shoes, hardware, and backing plates using equipment and procedures for dealing with asbestos/dust.
4. Disassemble the brake shoes and hardware from the backing plate being careful not to lose any parts and remembering how they go back together.
 - a. Measure Lining Thickness: Primary.....
 - b. Measure Lining Thickness: Secondary.....
 - c. Inspect and Clean Hardware:
 - i. Springs: **Damaged / Missing / Weak / OK** (Circle one)
 - ii. Pins: **Damaged / Missing / OK** (Circle one)
 - iii. Levers & Adjusters: **Damaged / Missing / OK** (Circle one)
 - iv. Backing Plate: **Damaged / Worn / OK** (Circle one)
 - v. Other hardware: **Damaged / Missing / OK** (Circle one)
5. Since another drum brake task may be part of this same job, ask your supervisor/instructor if you should continue on and complete that task as well. If not, reassemble the brake shoes and hardware.
6. Return the vehicle to beginning condition and return any tools that you may have used to their proper locations.
7. Have your supervisor/instructor verify satisfactory completion of this procedure, any observations found, and any necessary action/s recommended.

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Student's competency rating

Supervisor/instructor assessing performance marks applicable box



* 0 *

0 - No exposure

No information or practise provided during the program; complete training required



* 1 *

1 - Exposure only

General information provided with no practice time; close supervision needed; additional training required



* 2 *

2 - Limited practice

Has practiced job during training program; additional training is required to develop skill



* 3 *

3 - Moderately skilled

Has performed job independently during training program; limited additional training may be required



* 4 *

4 - Skilled

Can perform job independently with no additional training

Supervisor/instructor signature Date

Supervisor/instructor name

The tasks in this worksheet contain activities that also contribute towards the achievement of a range of educational and interdisciplinary skills. These skills are variously described by such terms as 'Core Skills', or 'Key Competencies', or 'Applied Academics'.



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