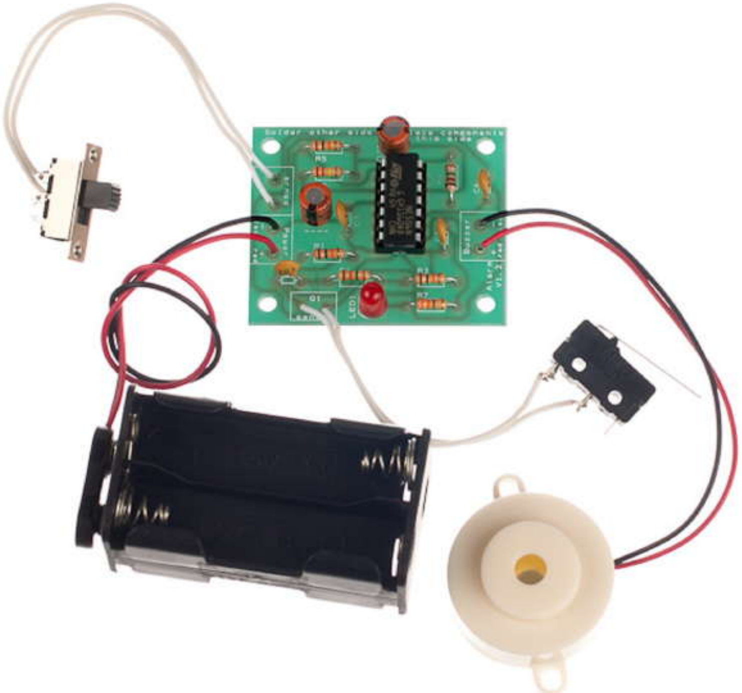
Kitronik

TEACHING RESOURCES

SCHEMES OF WORK
DEVELOPING A SPECIFICATION
COMPONENT FACTSHEETS
HOW TO SOLDER GUIDE

WHAT CAN YOU PROTECT WITH THIS

ALARM KIT



Version 2.0

Index of Sheets

Introduction

About the project kit

Both the project kit and the supporting material have been carefully designed for use in KS3 Design and Technology lessons. The project kit has been designed so that even teachers with a limited knowledge of electronics should have no trouble using it as a basis from which they can form a scheme of work.

The project kits can be used in two ways:

1. As part of a larger project involving all aspects of a product design, such as designing an enclosure for the electronics to fit into.
2. On their own as a way of introducing electronics and electronic construction to students over a number of lessons.

This booklet contains a wealth of material to aid the teacher in either case.

Using the booklet

The first few pages of this booklet contains information to aid the teacher in planning their lessons and also covers worksheet answers. The rest of the booklet is designed to be printed out as classroom handouts. In most cases all of the sheets will not be needed, hence there being no page numbers, teachers can pick and choose as they see fit.

Please feel free to print any pages of this booklet to use as student handouts in conjunction with Kitronik project kits.

Support and resources

You can also find additional resources at www.kitronik.co.uk. There are component fact sheets, information on calculating resistor and capacitor values, puzzles and much more.

Kitronik provide a next day response technical assistance service via e-mail. If you have any questions regarding this kit or even suggestions for improvements, please e-mail us at:

support@kitronik.co.uk

Alternatively, phone us on 0845 8380781.

Schemes of Work

Two schemes of work are included in this pack; the first is a complete project including the design & manufacture of an enclosure for the kit (below). The second is a much shorter focused practical task covering just the assembly of the kit (next page). Equally, feel free to use the material as you see fit to develop your own schemes.

Before starting we would advise that you to build a kit yourself. This will allow you to become familiar with the project and will provide a unit to demonstrate.

Complete product design project including electronics and enclosure

Hour 1	Introduce the task using 'The Design Brief' sheet. Demonstrate a built unit. Take students through the design process using 'The Design Process' sheet. Homework: Collect examples of alarm / security products that are sold to the public. List the common features of these products on the 'Investigation / Research' sheet.
Hour 2	Develop a specification for the project using the 'Developing a Specification' sheet. Resource: Sample of basic alarm products. Homework: Using the internet or other search method, find out what is meant by 'design for manufacture'. List five reasons why design for manufacture should be considered on any design project.
Hour 3	Read 'Designing the Enclosure' sheet. Develop a product design using the 'Design' sheet. Homework: Complete design.
Hour 4	Using cardboard, get the students to model their enclosure design. Allow them to make alterations to their design if the model shows any areas that need changing.
Hour 5	Split the students into groups and get them to perform a group design review using the 'Design Review' sheet.
Hour 6	Using the 'Soldering in Ten Steps' sheet, demonstrate and get students to practice soldering. Start the 'Resistor Value' and 'Capacitor Basics' worksheets. Homework: Complete any of the remaining resistor / capacitor tasks.
Hour 7	Build the electronic kit using the 'Build Instructions'.
Hour 8	Complete the build of the electronic kit. Check the completed PCB and fault find if required using the 'Checking Your Alarm PCB' section and the fault finding flow charts. Homework: Read 'How the Alarm Works' sheet.
Hour 9	Build the enclosure. Homework: Collect some examples of instruction manuals.
Hour 10	Build the enclosure. Homework: Read 'Instruction Manual' sheet and start developing instructions for the alarm design.
Hour 11	Build the enclosure. Homework: Complete instructions for the student's alarm design.
Hour 12	Using the 'Evaluation' and 'Improvement' sheet, get the students to evaluate their final product and state where improvements can be made.

Additional Work

Package design for those who complete ahead of others.

Alarm Teaching Resources

www.kitronik.co.uk/2101

Electronics only

Hour 1	Introduction to the kit demonstrating a built unit. Using the 'Soldering in Ten Steps' sheet, practice soldering.
Hour 2	Build the kit using the 'Build Instructions'.
Hour 3	Check the completed PCB and fault find if required using 'Checking Your Alarm PCB' and fault finding flow charts.

Answers

Resistor questions

1st Band	2nd Band	Multiplier x	Value
Brown	**Black**	**Yellow**	***100,000 Ω***
Green	**Blue**	**Brown**	***560 Ω***
Brown	**Grey**	**Yellow**	***180,000Ω***
Orange	**White**	**Black**	***39Ω***

Value	1st Band	2nd Band	Multiplier x
180 Ω	**Brown**	**Grey**	***Brown***
3,900 Ω	**Orange**	**White**	***Red***
47,000 (47K) Ω	**Yellow**	**Violet**	***Orange***
1,000,000 (1M) Ω	**Brown**	**Black**	***Green***

Capacitor Ceramic Disc values

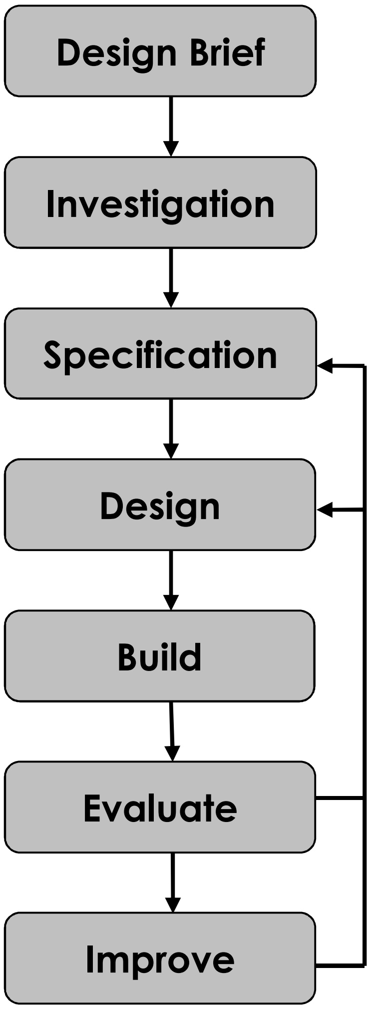
Printing on capacitor	Two digit start	Number of zero's	Value in pF
222	22	00	2200pF (2.2nF)
103	10	000	10000pF (10nF)
333	33	000	33000pF (33nF)
473	47	000	47000pF (47nF)

RC Time Constants

Resistor Value	Capacitor Value	RC Time Constant
2,000,000 (2MΩ)	**0.000,1 (100µF)**	200 Seconds
100,000 (100KΩ)	**0.000,1 (100µF)**	10 Seconds
100,000 (100KΩ)	**0.000,047 (47µF)**	4.7 Seconds

The Design Process

The design process can be short or long, but will always consist of a number of steps that are the same on every project. By splitting a project into these clearly defined steps, it becomes more structured and manageable. The steps allow clear focus on a specific task before moving to the next phase of the project. A typical design process is shown on the right.



Design brief

What is the purpose or aim of the project? Why is it required and who is it for?

Investigation

Research the background of the project. What might the requirements be? Are there competitors and what are they doing? The more information found out about the problem at this stage, the better, as it may make a big difference later in the project.

Specification

This is a complete list of all the requirements that the project must fulfil - no matter how small. This will allow you to focus on specifics at the design stage and to evaluate your design. Missing a key point from a specification can result in a product that does not fulfil its required task.

Design

Develop your ideas and produce a design that meets the requirements listed in the specification. At this stage it is often normal to prototype some of your ideas to see which work and which do not.

Build

Build your design based upon the design that you have developed.

Evaluate

Does the product meet all points listed in the specification? If not, return to the design stage and make the required changes. Does it then meet all of the requirements of the design brief? If not, return to the specification stage and make improvements to the specification that will allow the product to meet these requirements and repeat from this point. It is normal to have such iterations in design projects, though you normally aim to keep these to a minimum.

Improve

Do you feel the product could be improved in any way? These improvements can be added to the design.

The Design Brief

A burglar alarm manufacturer has an idea for a device that can be used to alarm items such as sheds, garages etc. They believe that the device will be simple, effective and a much more practical way of alarming these places than using an expensive house-style alarm.

The shed alarm has been developed to a working prototype Printed Circuit Board (PCB) stage.

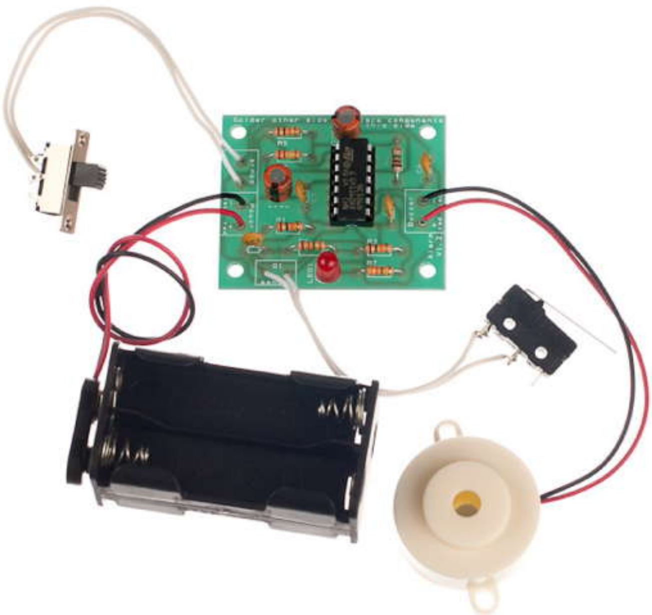
The manufacturer is unsure how the final product should look and feel. They have asked you to develop the product for its target market, meeting all of the requirements for a product of this type.

Description of the shed alarm

The shed alarm has a detector input, which is triggered by a switch. When the switch is opened the alarm is activated. The person entering is given a short period of time to turn the alarm off before the sounder is activated.

Complete Circuit

A fully built circuit is shown below.



Investigation / Research

Using a number of different search methods, find examples of similar products that are already on the market. Use additional pages if required.

Name……………………………………………… Class……………………………

Developing a Specification

Using your research into the target market for the product, identify the key requirements for the product and explain why each of these is important.

Name…………………………………………………………… Class……………………………….

Requirement	Reason
Example: The alarm must have a loud sounder.	Example: To raise the alarm if there is a break in.

Design

Develop your ideas to produce a design that meets the requirements listed in the specification.

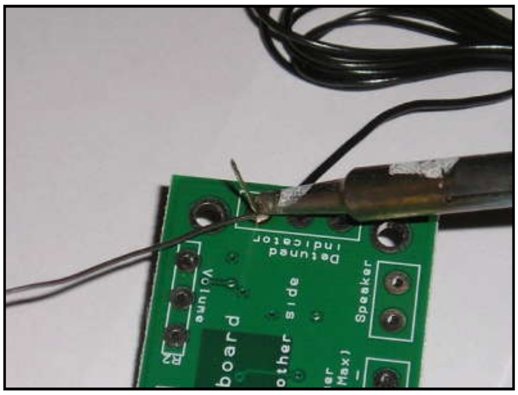
Name…………………………………………… Class……………………………

Design Review (group task)

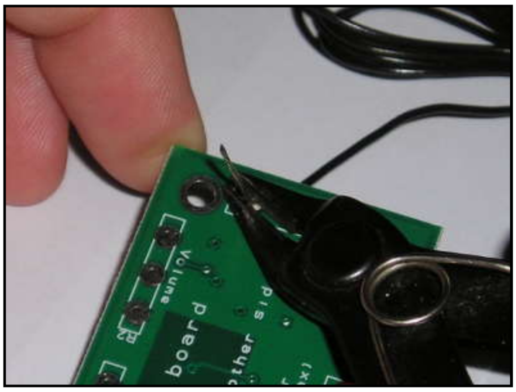
Split into groups of three or four. Take it in turns to review each person's design against the requirements of their specification. Also look to see if you can spot any additional aspects of each design that may cause problems with the final product. This will allow you to ensure that you have a good design and catch any faults early in the design process. Note each point that is made and the reason behind it. Decide if you are going to accept or reject the comment made. Use these points to make improvements to your initial design.

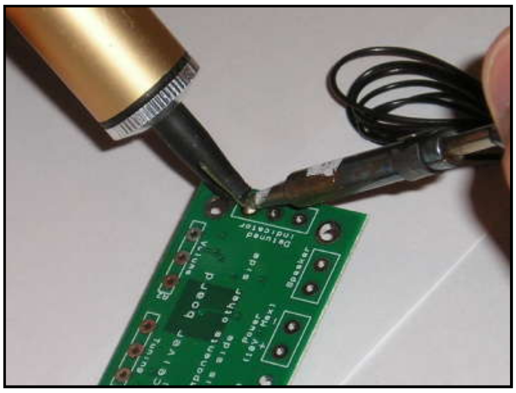
Comment	Reason for comment	Accept or Reject

Soldering in Ten Steps

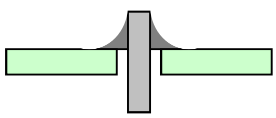


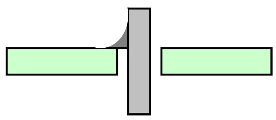
1. Start with the smallest components working up to the taller components, soldering any interconnecting wires last.
2. Place the component into the board, making sure that it goes in the right way around and the part sits flush against the board.
3. Bend the leads slightly to secure the part.
4. Make sure that the soldering iron has warmed up and if necessary, use the damp sponge to clean the tip.
5. Place the soldering iron on the pad.
6. Using your free hand, feed the end of the solder onto the pad (top picture).
7. Remove the solder, then the soldering iron.
8. Leave the joint to cool for a few seconds.
9. Using a pair of cutters, trim the excess component lead (middle picture).
10. If you make a mistake heat up the joint with the soldering iron, whilst the solder is molten, place the tip of your solder extractor by the solder and push the button (bottom picture).

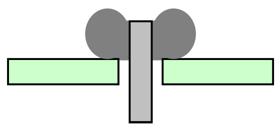




Solder joints


Good solder joint

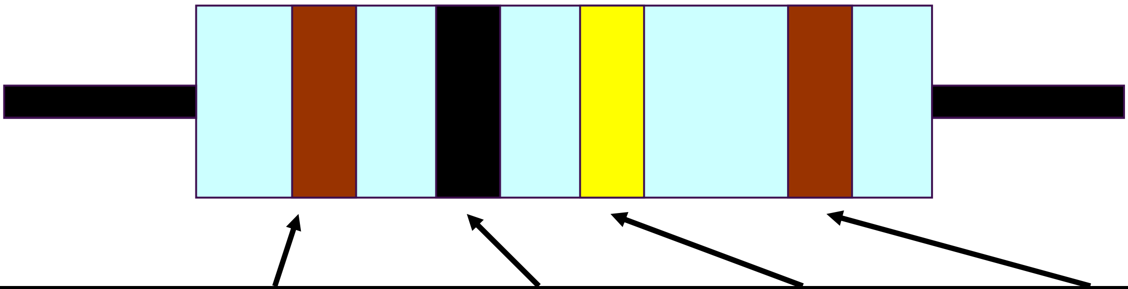

Too little solder


Too much solder

Resistor Values

A resistor is a device that opposes the flow of electrical current. The bigger the value of a resistor, the more it opposes the current flow. The value of a resistor is given in Ω (ohms) and is often referred to as its 'resistance'.

Identifying resistor values



Band Colour	1st Band	2nd Band	Multiplier x	Tolerance
Silver			÷ 100	10%
Gold			÷ 10	5%
Black	0	0	1	
Brown	1	1	10	1%
Red	2	2	100	2%
Orange	3	3	1000	
Yellow	4	4	10,000	
Green	5	5	100,000	
Blue	6	6	1,000,000	
Violet	7	7		
Grey	8	8		
White	9	9		

Example: Band 1 = Red, Band 2 = Violet, Band 3 = Orange, Band 4 = Gold

The value of this resistor would be:
2 (Red) **7** (Violet) x **1,000** (Orange) = 27 x 1,000
= **27,000** with a 5% tolerance (gold)
= **27KΩ**

Too many zeros?

Kilo ohms and mega ohms can be used:

1,000Ω = 1K

1,000K = 1M

Resistor identification task

Calculate the resistor values given by the bands shown below. The tolerance band has been ignored.

1st Band	2nd Band	Multiplier x	Value
Brown	Black	Yellow	
Green	Blue	Brown	
Brown	Grey	Yellow	
Orange	White	Black	

Calculating resistor markings

Calculate what the colour bands would be for the following resistor values.

Value	1st Band	2nd Band	Multiplier x
180 Ω			
3,900 Ω			
47,000 (47K) Ω			
1,000,000 (1M) Ω			

What does tolerance mean?

Resistors always have a tolerance but what does this mean? It refers to the accuracy to which it has been manufactured. For example if you were to measure the resistance of a gold tolerance resistor you can guarantee that the value measured will be within 5% of its stated value. Tolerances are important if the accuracy of a resistors value is critical to a design's performance.

Preferred values

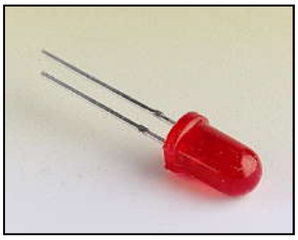
There are a number of different ranges of values for resistors. Two of the most popular are the E12 and E24. They take into account the manufacturing tolerance and are chosen such that there is a minimum overlap between the upper possible value of the first value in the series and the lowest possible value of the next. Hence there are fewer values in the 10% tolerance range.

E-12 resistance tolerance (± 10%)											
10	12	15	18	22	27	33	39	47	56	68	82

E-24 resistance tolerance (± 5 %)											
10	11	12	13	15	16	18	20	22	24	27	30
33	36	39	43	47	51	56	62	68	75	82	91

LEDs & Current Limit Resistors

Before we look at LEDs, we first need to start with diodes. Diodes are used to control the direction of flow of electricity. In one direction they allow the current to flow through the diode, in the other direction the current is blocked.



An LED is a special diode. LED stands for Light Emitting Diode. LEDs are like normal diodes, in that they only allow current to flow in one direction, however when the current is flowing the LED lights.

The symbol for an LED is the same as the diode but with the addition of two arrows to show that there is light coming from the diode. As the LED only allows current to flow in one direction, it's important that we can work out which way the electricity will flow. This is indicated by a flat edge on the LED.

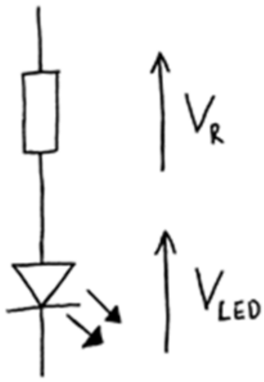
For an LED to light properly, the amount of current that flows through it needs to be controlled. To do this we use a current limit resistor. If we didn’t use a current limit resistor the LED would be very bright for a short amount of time, before being permanently destroyed.

To work out the best resistor value we need to use Ohms Law. This connects the voltage across a device and the current flowing through it to its resistance.

Ohms Law tells us that the flow of current (I) in a circuit is given by the voltage (V) across the circuit divided by the resistance (R) of the circuit.

$$I = \frac{V}{R}$$

Like diodes, LEDs drop some voltage across them: typically 1.8 volts for a standard LED. However the high brightness LED used in the ‘white light’ version of the lamp drops 3.5 volts.



The USB lamp runs off the 5V supply provided by the USB connection so there must be a total of 5 volts dropped across the LED (V_{LED}) and the resistor (V_R). As the LED manufacturer’s datasheet tells us that there is 3.5 volts dropped across the LED, there must be 1.5 volts dropped across the resistor. ($V_{LED} + V_R = 3.5 + 1.5 = 5V$).

LEDs normally need about 10mA to operate at a good brightness. Since we know that the voltage across the current limit resistor is 1.5 volts and we know that the current flowing through it is 0.01 Amps, the resistor can be calculated.

Using Ohms Law in a slightly rearranged format:

$$R = \frac{V}{I} = \frac{1.5}{0.01} = 150\Omega$$

Hence we need a 150Ω current limit resistor.

LEDs Continued

The Colour Changing LEDs used in the 'colour' version of the lamp has the current limit resistor built into the LED itself. Therefore no current limit resistor is required. Because of this, a 'zero Ω' resistor is used to connect the voltage supply of 5V directly to the Colour Changing LED.

Packages

LEDs are available in many shapes and sizes. The 5mm round LED is the most common. The colour of the plastic lens is often the same as the actual colour of light emitted – but not always with high brightness LEDs.

Advantages of using LEDs over bulbs

Some of the advantages of using an LED over a traditional bulb are:

Power efficiency	LEDs use less power to produce the same amount of light, which means that they are more efficient. This makes them ideal for battery power applications.
Long life	LEDs have a very long life when compared to normal light bulbs. They also fail by gradually dimming over time instead of a sharp burn out.
Low temperature	Due to the higher efficiency of LEDs, they can run much cooler than a bulb.
Hard to break	LEDs are much more resistant to mechanical shock, making them more difficult to break than a bulb.
Small	LEDs can be made very small. This allows them to be used in many applications, which would not be possible with a bulb.
Fast turn on	LEDs can light up faster than normal light bulbs, making them ideal for use in car break lights.

Disadvantages of using LEDs

Some of the disadvantages of using an LED over a traditional bulb are:

Cost	LEDs currently cost more for the same light output than traditional bulbs. However, this needs to be balanced against the lower running cost of LEDs due to their greater efficiency.
Drive circuit	To work in the desired manner, an LED must be supplied with the correct current. This could take the form of a series resistor or a regulated power supply.
Directional	LEDs normally produce a light that is focused in one direction, which is not ideal for some applications.

Typical LED applications

Some applications that use LEDs are:

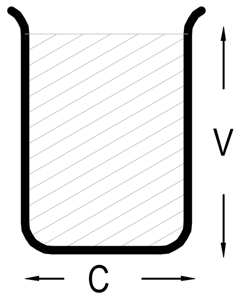
- Bicycle lights
- Car lights (break and headlights)
- Traffic lights
- Indicator lights on consumer electronics
- Torches
- Backlights on flat screen TVs and displays
- Road signs
- Information displays
- Household lights
- Clocks

Alarm Teaching Resources

www.kitronik.co.uk/2101

Capacitor Basics

What is a capacitor?

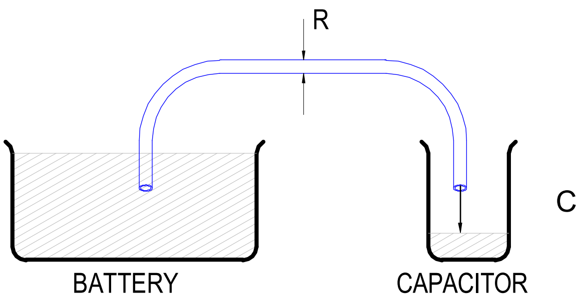


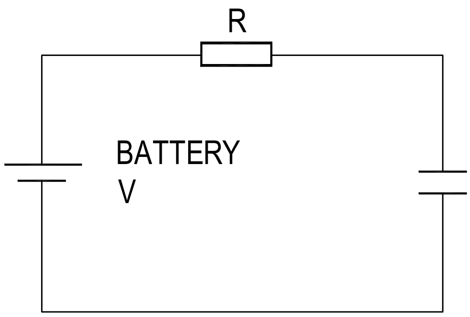
A capacitor is a component that can store electrical charge (electricity). In many ways, it is like a rechargeable battery.

A good way to imagine a capacitor is as a bucket, where the size of the base of the bucket is equivalent to the capacitance (C) of the capacitor and the height of the bucket is equal to its voltage rating (V).

The amount that the bucket can hold is equal to the size of its base multiplied by its height, as shown by the shaded area.

Filling a capacitor with charge

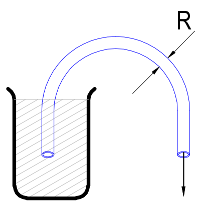




When a capacitor is connected to an item such as a battery, charge will flow from the battery into it. Therefore the capacitor will begin to fill up. The flow of water in the picture above left is the equivalent of how the electrical charge will flow in the circuit shown on the right.

The speed at which any given capacitor will fill depends on the resistance (R) through which the charge will have to flow to get to the capacitor. You can imagine this resistance as the size of the pipe through which the charge has to flow. The larger the resistance, the smaller the pipe and the longer it will take for the capacitor to fill.

Emptying (discharging) a capacitor

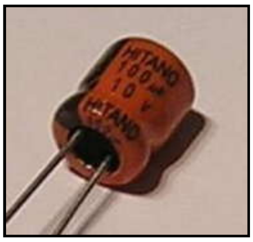


Once a capacitor has been filled with an amount of charge, it will retain this charge until it is connected to something into which this charge can flow.

The speed at which any given capacitor will lose its charge will, like when charging, depend on the resistance (R) of the item to which it is connected. The larger the resistance, the smaller the pipe and the longer it will take for the capacitor to empty.

Maximum working voltage

Capacitors also have a maximum working voltage that should not be exceeded. This will be printed on the capacitor or can be found in the catalogue the part came from. You can see that the capacitor on the right is printed with a 10V maximum working voltage.



Ceramic Disc Capacitors

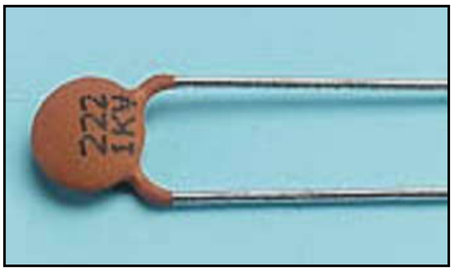
Values

The value of a capacitor is measured in Farads, though a 1 Farad capacitor would be very big. Therefore we tend to use milli Farads (mF), micro Farads (µF), nano Farads (nF) and pico Farads (pF). A µF is a millionth of a Farad, 1µF = 1000 nF and 1nF = 1000 pF.

1F	= 1,000mF
1F	= 1,000,000µF
1F	= 1,000,000,000nF
1F	= 1,000,000,000,000pF

The larger electrolytic capacitors tend to have the value printed on the side of them along with a black band showing the negative lead of the capacitor.

Other capacitors, such as the ceramic disc capacitor shown on the right, use a code. They are often smaller and may not have enough space to print the value in full, hence the use of the 3-digit code. The first 2 digits are the first part of the number and the third digit gives the number of zeros to give its value in pF.



Example: 104 = 10 + 0000 (4 zero's) = **100,000 pF** (which is also 0.1 µF)

Work out what value the four capacitors are in the table below.

Printing on capacitor	Two digit start	Number of zero's	Value in pF
222			
103			
333			
473			

RC Time Constants

The amount of time taken to charge (fill) or discharge (empty) the capacitor to a given voltage depends upon how quickly charge is allowed to flow into the capacitor. If a capacitor is connected across a battery without a resistor it will charge to the same voltage as the battery almost instantly as the flow of charge is not opposed. If however a current limiting resistor is placed in series with the capacitor the charge is opposed and the capacitor charges at a slower rate. When a resistor and capacitor are used together an RC timing circuit is produced. The RC timing circuit can be used to produce delays, the amount of time taken to get to 70% of the final voltage is given by the resistance times the capacitance.

Example of calculating RC constants for a 1MΩ resistor and a 100µF capacitor
T = R x C
T = 1,000,000 (1M) x 0.000,1 (100µF)
T = 100 Seconds

So an RC of 1 second could be produced with a 10K resistor and 100µF capacitor.

Resistor Value	Capacitor Value	RC Time Constant
2,000,000 (2MΩ)	**0.000,1 (100µF)**	
100,000 (100KΩ)	**0.000,1 (100µF)**	
100,000 (100KΩ)	**0.000,047 (47µF)**	

Instruction Manual

Your alarm is going to be supplied with some instructions. Identify four points that must be included in the instructions and give a reason why.

Point to include:

Reason:

Point to include:

Reason:

Point to include:

Reason:

Point to include:

Reason:

Evaluation

It is always important to evaluate your design once it is complete. This will ensure that it has met all of the requirements defined in the specification. In turn, this should ensure that the design fulfils the design brief.

Check that your design meets all of the points listed in your specification.

Show your product to another person (in real life this person should be the kind of person at which the product is aimed). Get them to identify aspects of the design, which parts they like and aspects that they feel could be improved.

Good aspects of the design	Areas that could be improved

Improvements

Every product on the market is constantly subject to redesign and improvement. What aspects of your design do you feel you could improve? List the aspects that could be improved and where possible, draw a sketch showing the changes that you would make.

Packaging Design

If your product was to be sold in a high street electrical retailer, what requirements would the packaging have? List these giving the reason for the requirement.

Requirement	Reason

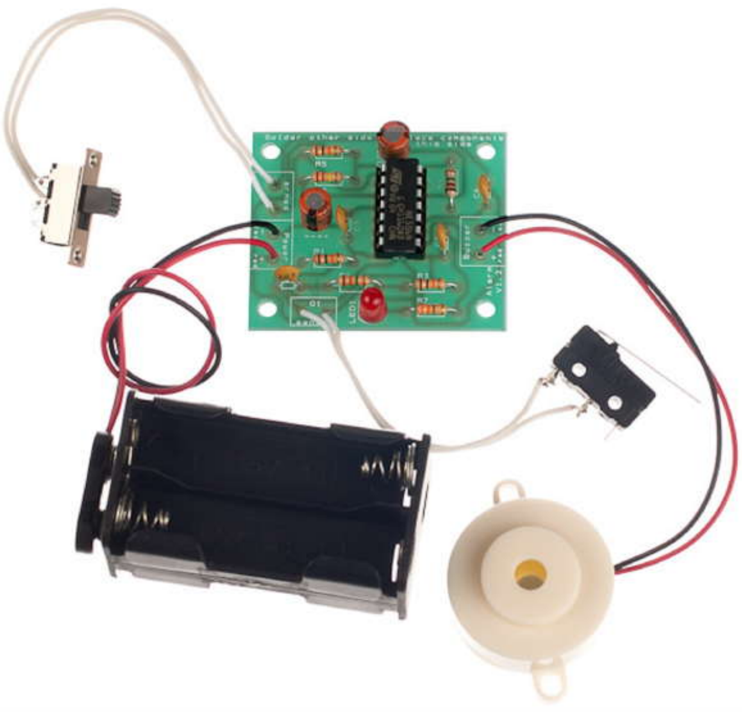
Develop a packaging design for your product that meets these requirements. Use additional pages if required.

ESSENTIAL INFORMATION

BUILD INSTRUCTIONS
CHECKING YOUR PCB & FAULT-FINDING
MECHANICAL DETAILS
HOW THE KIT WORKS

WHAT CAN YOU PROTECT WITH THIS

ALARM KIT



Version 2.0

Build Instructions

Before you start, take a look at the Printed Circuit Board (PCB). The components go in the side with the writing on and the solder goes on the side with the tracks and silver pads.

1 PLACE RESISTORS

Start with the seven resistors:
The text on the PCB shows where R1, R2 etc go.
Ensure that you put the resistors in the right place.

PCB Ref	Value	Colour Bands
R1, R3 & R5	10KΩ	Brown, black, orange
R2	220KΩ	Red, red, yellow
R7	330Ω	Orange, orange, brown
R4 & R6	1.2MΩ	Brown, red, green

2 SOLDER THE CERAMIC CAPACITORS

Solder the four ceramic capacitors into C1, C3, C4 and C6. They can go in either position as they are all the same.

3 SOLDER THE ELECTROLYTIC CAPACITORS

Solder the two electrolytic capacitors into C2 and C5. They can go in either position but it is important that the '–'on the capacitor lines up with the '----' markings on the PCB.

4 SOLDER THE IC HOLDER

Solder the Integrated Circuit (IC) holder into U1. When putting this into the board, be sure to get it the right way around. The notch on the IC holder should line up with the notch on the lines marked on the PCB.

5 SOLDER THE LED

Solder the Light Emitting Diode (LED) into LED1. The alarm won't work if it doesn't go in the right way around. If you look carefully one side of the LED has a flat edge, which must line up with the flat edge on the lines on the PCB.

6 SOLDER THE BUZZER

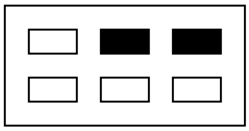
The buzzer should be soldered into the 'buzzer' terminal. The red wire must go to the '+' terminal and the black wire must go to the '–' terminal.

7 FIT THE BATTERY CONNECTOR

The battery connector should be soldered into the 'Power' terminal. The red wire must go to the '+' terminal and the black wire must go to the '–' terminal.

8 SOLDER THE ARM / DISARM SWITCH

Cut and strip two short lengths of wire. Solder these to an edge and the centre terminal on the same row of pins on the switch. The terminals that should be used are shown in black on the drawing, below. Now solder the other end of the wires to the PCB where it is marked 'armed'. It does not matter which way around the two wires go.



9 SOLDER DETECTION SWITCH

Look carefully at the sensor switch and you will see that it is marked COM (common), NO (normally open) and NC (normally closed). Cut and strip two short lengths of wire. Solder these to the COM and the NO terminals on the switch and solder the other end of the wire to the PCB connection marked Q1 (sensor).

10 PLACE THE IC INTO HOLDER

The IC can be put into the holder ensuring the notch on the chip lines up with the notch on the holder.

Checking Your Alarm PCB

Check the following before you insert the batteries:

Check the bottom of the board to ensure that:

- All holes (except the 4 large 3mm holes) are filled with the lead of a component.
- All these leads are soldered.
- Pins next to each other are not soldered together.

Check the top of the board to ensure that:

- The notch on the IC and the IC holder are in the same orientation as the markings on the Printed Circuit Board.
- All the resistors are in the right place.
- The red / black wires on both the power connector and buzzer are the right way around.
- The LED is in the right way around.
- Both of the electrolytic capacitors have the '----' marking on the PCB lined up with the '-' on the capacitor.

Testing the PCB

- When the batteries are connected, either or both the disarm LED / the alarm sounder may start.
- To stop this, put the alarm into the disarmed state (push the slide switch so that it is at the end where the wires are connected).
- Now move the arm switch into the arm state (slide the switch the other way).
- Close the door switch; the LED should remain off.
- Open the switch and the LED should light, indicating that the alarm should be disarmed.
- After around 20 – 25 seconds the alarm should sound.

If your circuit does not function as described, use the fault finding flow chart to resolve the issue.

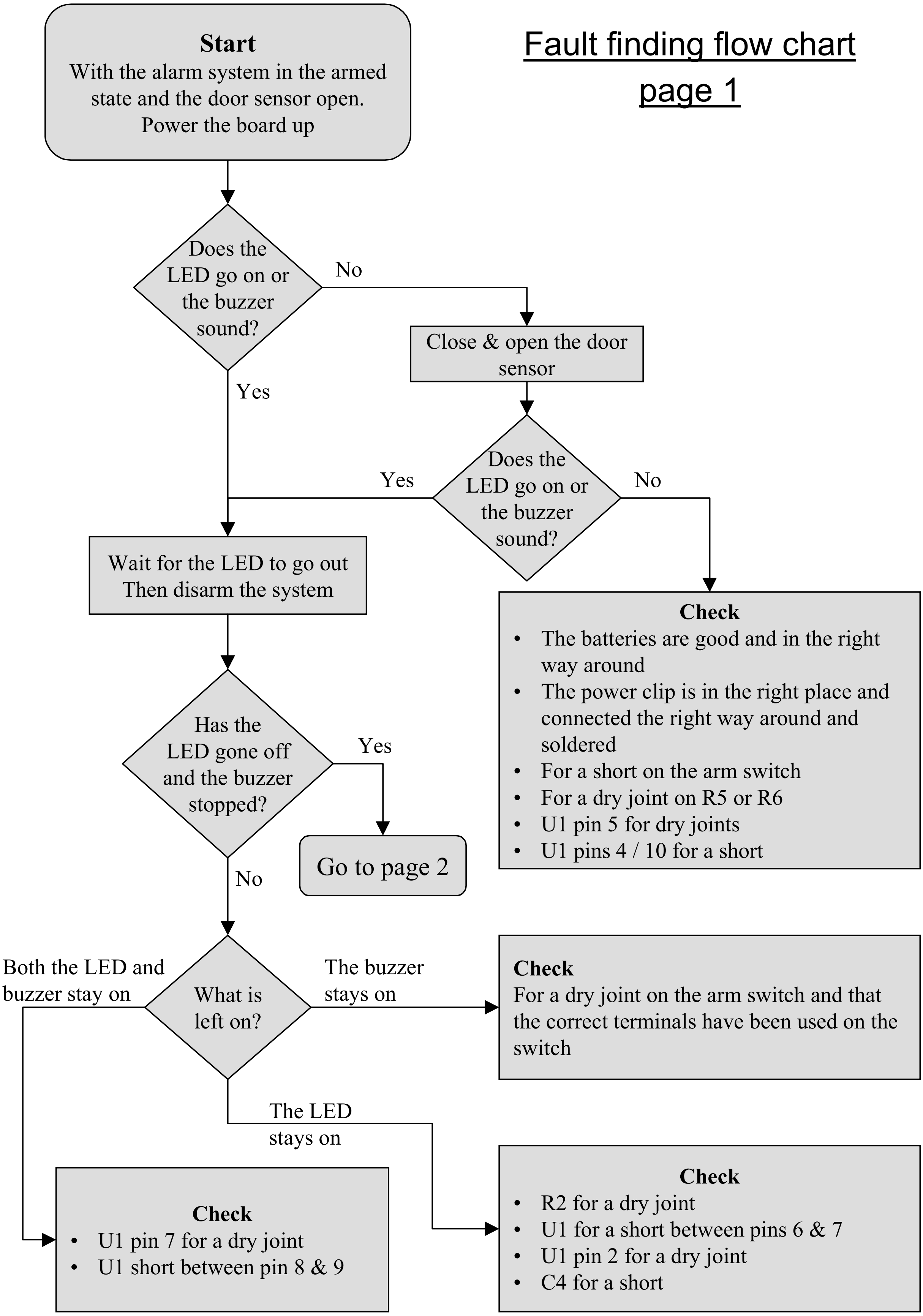
Using the Alarm

- To arm / disarm the system use the arm switch.
- When exiting the alarmed area, move the arm switch to the arm position.
- Close the door behind you.
- Upon entering the alarmed area you have 20 –25 seconds in which to disarm the alarm.
- The LED will light to indicate that the alarm needs to be disarmed.
- Disarm it by moving the arm switch into the disarm position.
- Should the alarm not be disarmed in the given time, the buzzer will sound (this will continue for 2 minutes or until the alarm is disarmed).

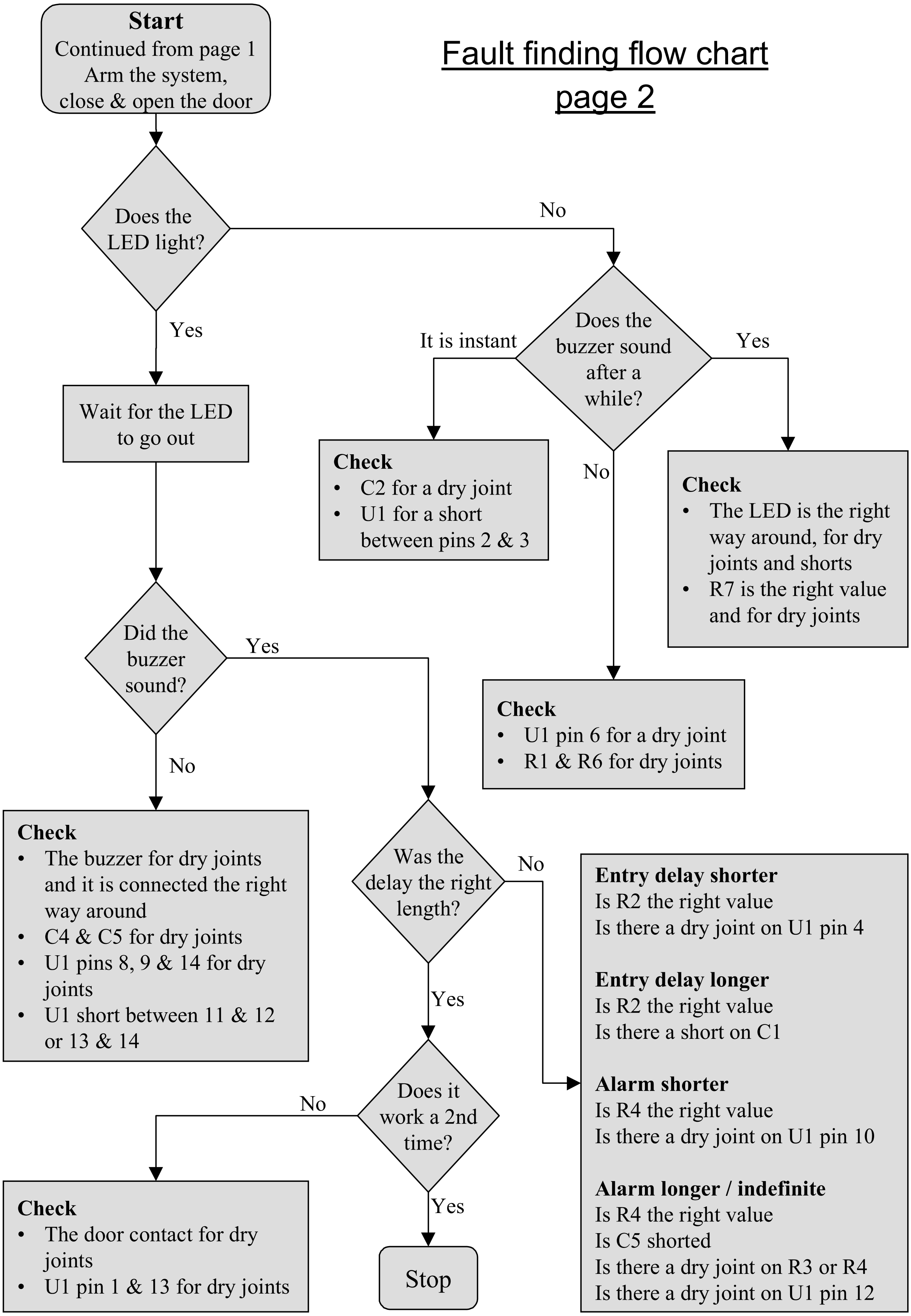
Alarm Essentials

www.kitronik.co.uk/2101

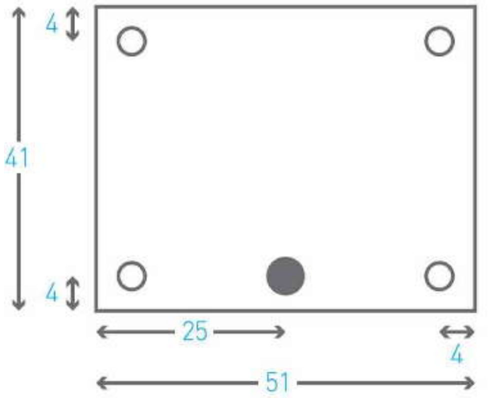
Fault finding flow chart page 1



Fault finding flow chart page 2



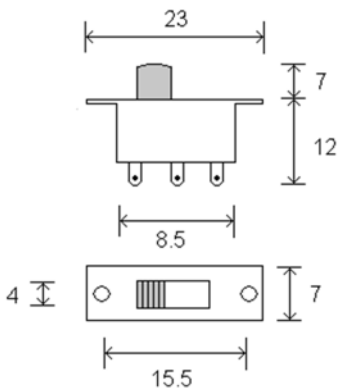
Designing the Enclosure

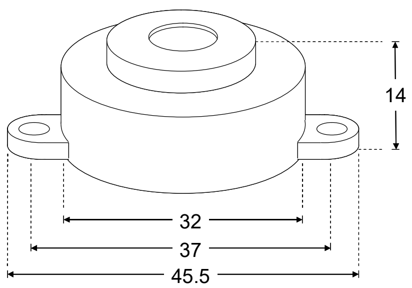


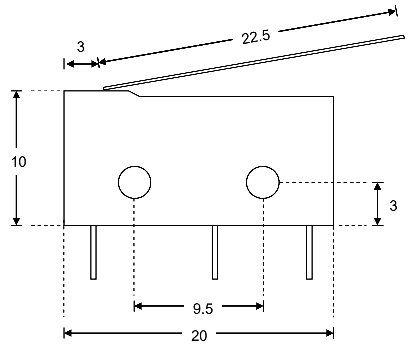
When you design the enclosure, you will need to consider:

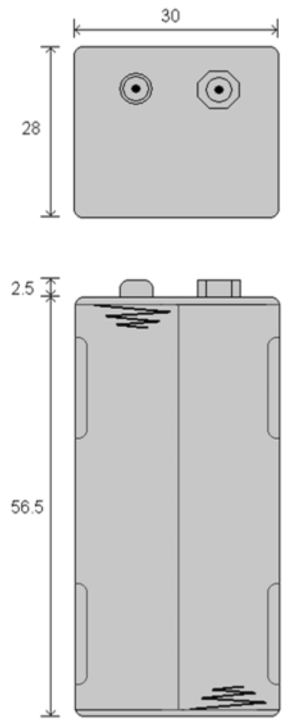
- The size of the PCB (right).
- Where the detector switch will be (below right).
- Where the arming switch will be (below left).
- Where the buzzer will be mounted (below centre).
- Where the 5mm LED indicating the alarm needs disarming is to be mounted (shown on PCB dimensions image right).
- Access to the batteries to allow them to be changed (bottom right).

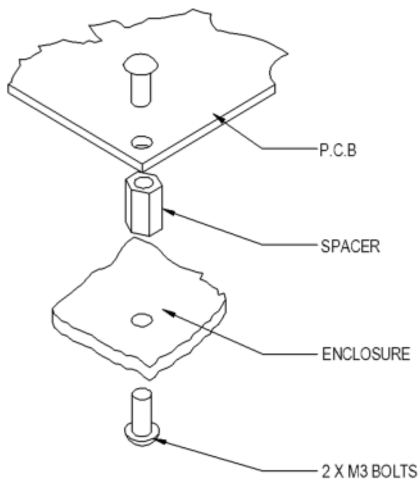
Technical drawings of all of these items are illustrated on this page, which should help you design your enclosure. All dimensions are in mm.









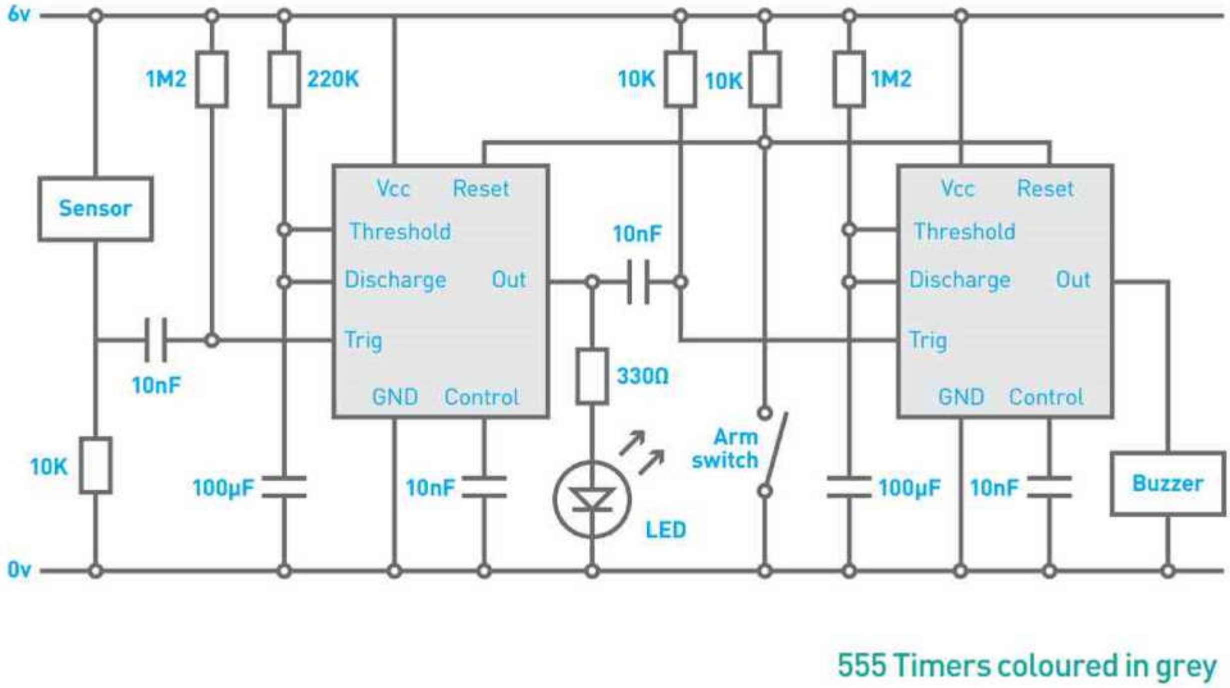


Mounting the PCB to the enclosure

The drawing to the left shows how a hex spacer can be used with two bolts to fix the PCB to the enclosure.

Your PCB has four mounting holes designed to take M3 bolts.

How the Alarm Works



The alarm is based around the 556 Timer. This is simply two 555 Timers in the same chip.

The 555 Timer is a versatile IC (Integrated Circuit) and can be used to form many circuits. One of these circuits is a monostable timer. This circuit produces a single pulse when triggered. This means that the Out pin is high and causes the LED to light.

To trigger the circuit the Trig input must go from a high to a low voltage. When the door switch is closed, the Trig input is high and the circuit is not triggered. When it opens, the Trig input is taken low and the output pulse starts.

The duration of the pulse generated is determined by the RC constant formed by the resistor and capacitor connected to the Threshold input. When the trigger line goes low, the Discharge pin is used to start the 100µF cap charging. When it is charged the Out pin changes from high to low. The first 555 Timer is used to provide the entry delay, which is the time you have to disarm the alarm before it triggers. When this times out (100µF x 220KΩ = 22 seconds) the output goes low and causes the second 555 Timer circuit to start and the LED to go out. The second timer turns the buzzer on for two minutes (100µF x 1.2MΩ =120 seconds).

When the Arm switch is closed, the circuit is held in reset and the alarm is disarmed (off). When the switch is open, the 10KΩ resistor connected to both Reset inputs pulls them to 6V and the circuit is active.

Irrespective of the state of the alarm the 556 Timer IC uses around 10 mA current. This means that a typical battery life will be about one week.

Online Information

Two sets of information can be downloaded from the product page where the kit can also be reordered from. The 'Essential Information' contains all of the information that you need to get started with the kit and the 'Teaching Resources' contains more information on soldering, components used in the kit, educational schemes of work and so on and also includes the essentials. Download from:

www.kitronik.co.uk/2101

This kit is designed and manufactured in the UK by Kitronik

Telephone: +44 (0) 845 8380781

Sales email: sales@kitronik.co.uk

Tech support email: support@kitronik.co.uk

Web: www.kitronik.co.uk

www.kitronik.co.uk/twitter

www.kitronik.co.uk/facebook

www.kitronik.co.uk/youtube

www.kitronik.co.uk/google