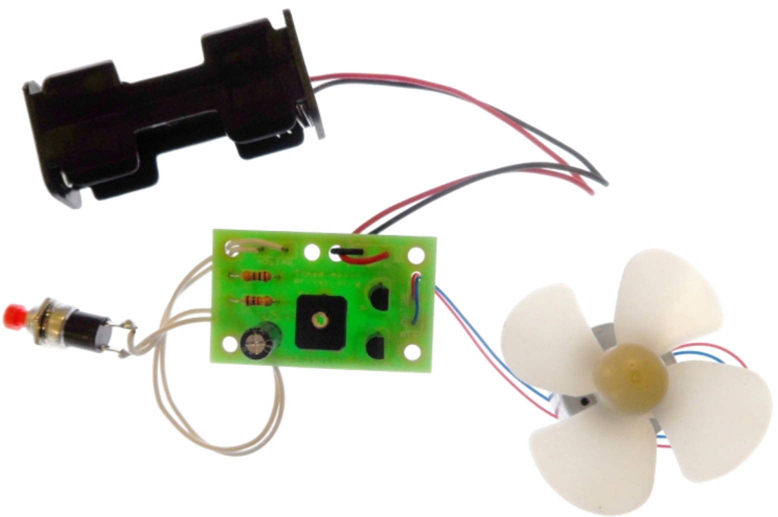
TEACHING RESOURCES

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

GENERATE A PLEASING AROMA WITH THIS

AIR FRESHENER 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 room fragrance products. 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 fragrance 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' worksheet. 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 Air Freshener PCB' section and the fault finding flow chart. Homework: Read 'How the Air Freshener Works' sheet in conjunction with the transistor 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 air freshener.
Hour 11	Build the enclosure.
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.

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 Air Freshener PCB' and fault finding flow chart.

Answers

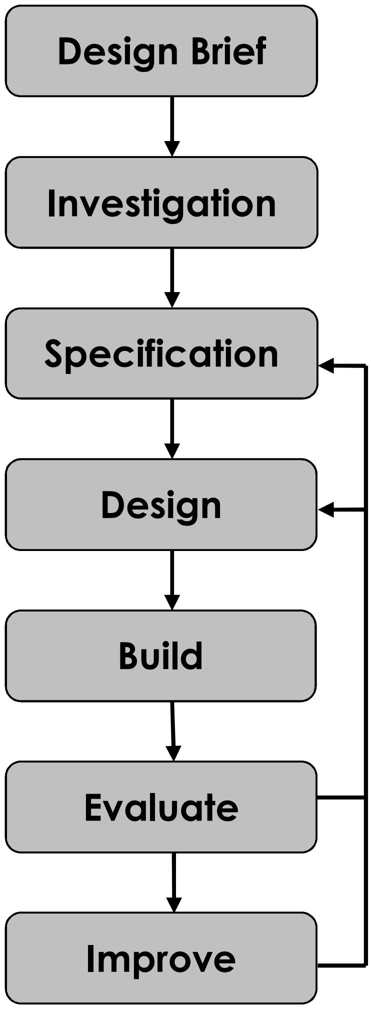
Resistor questions

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*

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

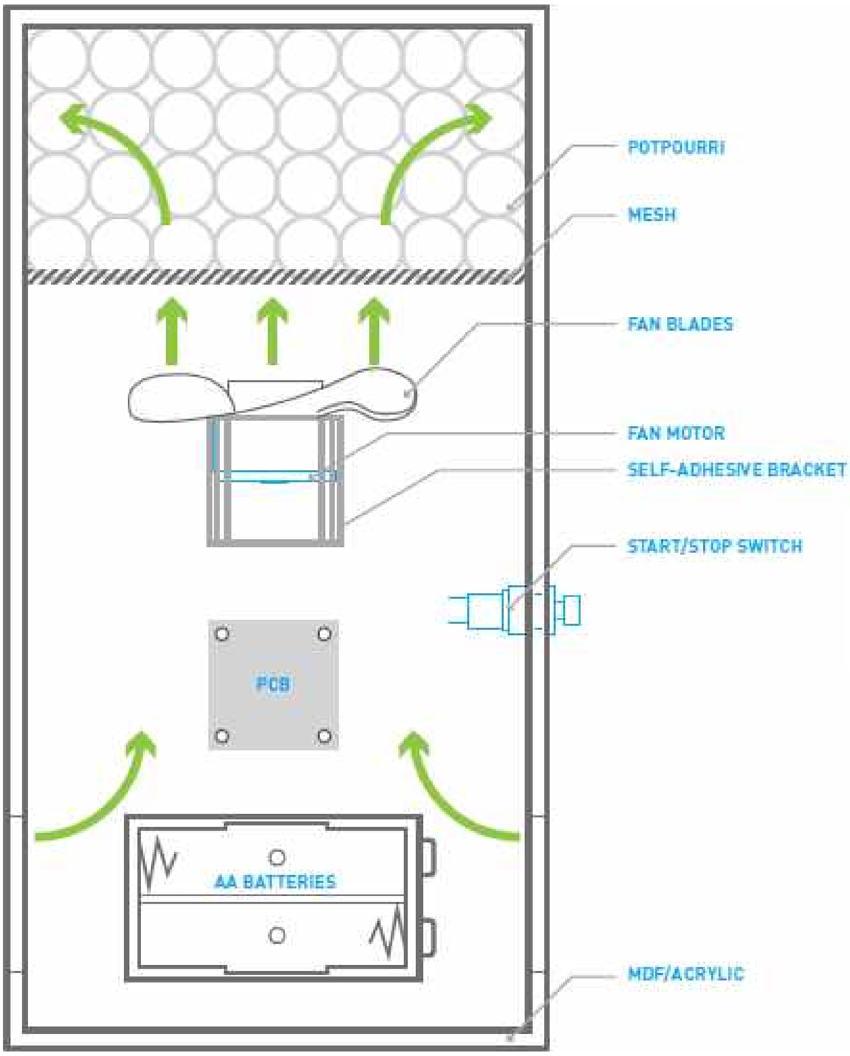
Do you feel the product could be improved in any way? These improvements can be added to the design.

The Design Brief

A manufacturer of potpourri is trying to expand their business. Rather than just place their potpourri in a bowl, they thought that blowing air through the potpourri would better fragrance the room. Below is a drawing showing how they think the concept will work.

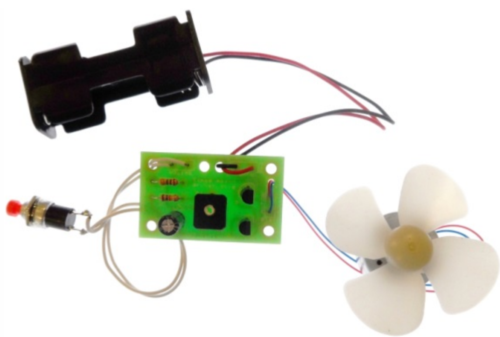
An electronic engineer has designed a circuit board, which turns the fan on for a period of time when a button is pressed. The circuit has been developed to the point where they have a working Printed Circuit Board (PCB).

Your task is to produce some concept designs then select one to manufacture. You will need to make sure that all of the parts shown in the concept drawing are included but you will be able to decide exactly where these go and the overall shape and look of the finished product.



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 enclosure should have holes in it to allow the air to flow through the product.	Example: So that fragrance can be blown through the product.

Design

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

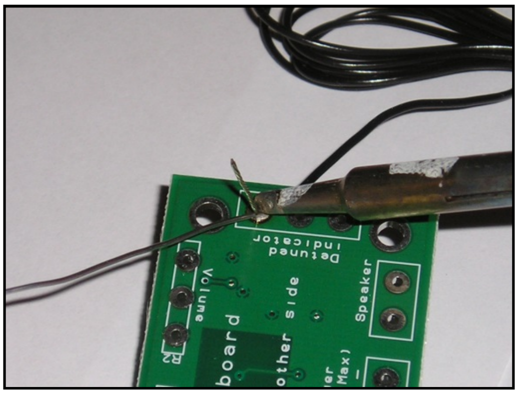
Name…………………………………………… Class……………………………

Design Review (group task)

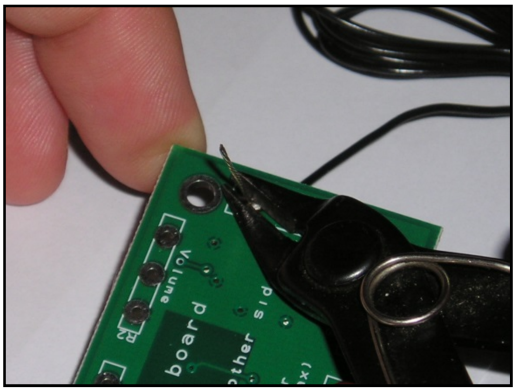
Split into groups of three or four. Take it in turns to review each person's design against the requirements of their specification. Also look to see if you can spot any additional aspects of each design that may cause problems with the final product. This will allow you to ensure that you have a good 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.

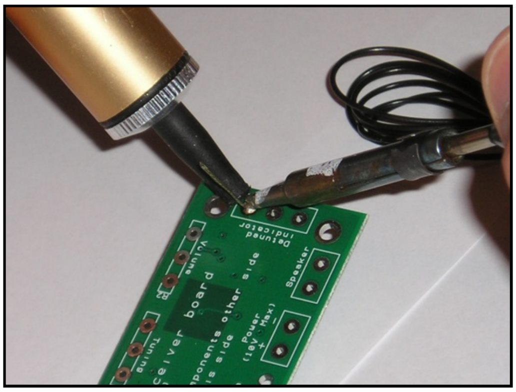
Comment	Reason for comment	Accept or Reject

Soldering in Ten Steps

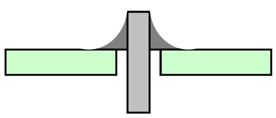
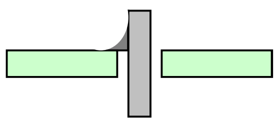
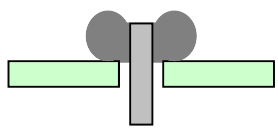


1. Start with the smallest components working up to the taller components, soldering any interconnecting wires last.
2. Place the component into the board, making sure that it goes in the right way around and the part sits flush against the board.
3. Bend the leads slightly to secure the part.
4. Make 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).





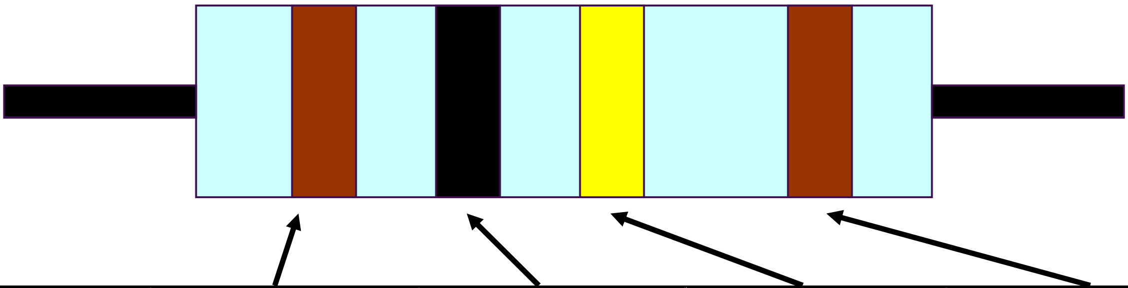
Solder joints

 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

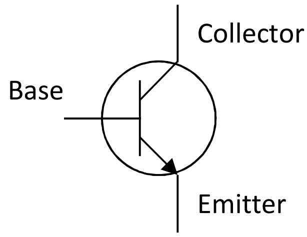
Using a Transistor as a Switch

Overview

A transistor in its simplest form is an electronic switch. It allows a small amount of current to switch a much larger amount of current either on or off. There are two types of transistors: NPN and PNP. The different order of the letters relate to the order of the N and P type material used to make the transistor. Both types are available in different power ratings, from signal transistors through to power transistors. The NPN transistor is the more common of the two and the one examined in this sheet.

Schematic symbol

The symbol for an NPN type transistor is shown to the right along with the labelled pins.



Operation

The transistor has three legs: the base, collector and the emitter. The emitter is usually connected to 0V and the electronics that is to be switched on is connected between the collector and the positive power supply (Fig A). A resistor is normally placed between the output of the Integrated Circuit (IC) and the base of the transistor to limit the current drawn through the IC output pin.

The base of the transistor is used to switch the transistor on and off. When the voltage on the base is less than 0.7V, it is switched off. If you imagine the transistor as a push to make switch, when the voltage on the base is less than 0.7V there is not enough force to close the switch and therefore no electricity can flow through it and the load (Fig B). When the voltage on the base is greater than 0.7V, this generates enough force to close the switch and turn it on. Electricity can now flow through it and the load (Fig C).

Fig A – Basic transistor circuit

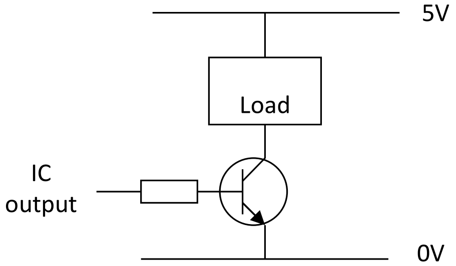


Fig B – Transistor turned off

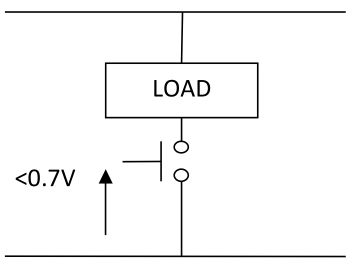
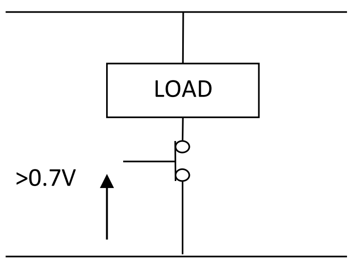
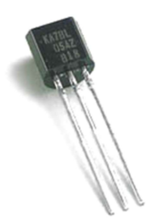


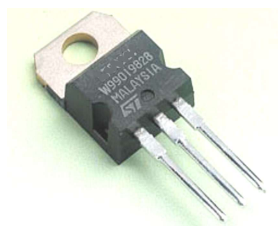
Fig C – Transistor turned on



Current rating

Different transistors have different current ratings. The style of the package also changes as the current rating goes up. Low current transistors come in a 'D' shaped plastic package, whilst the higher current transistors are produced in metal cans that can be bolted onto heat sinks so that they don't over heat. The 'D' shape or a tag on the metal can is used to work out which pin does what. All transistors are wired differently so they have to be looked up in a datasheet to find out which pin connects where.

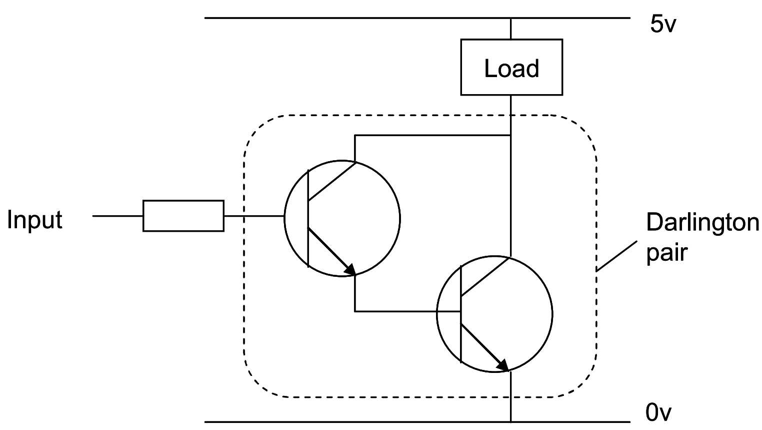




Darlington Pair

What is a Darlington Pair?

A Darlington Pair is two transistors that act as a single transistor but with a much higher current gain.



What is current gain?

Transistors have a characteristic called 'current gain'. This is referred to as its $\mathbf{h_{FE}}$.

The amount of current that can pass through the load when connected to a transistor that is turned on equals the **input current** x **the gain of the transistor ($\mathbf{h_{FE}}$).**

The current gain varies for different transistor and can be looked up in the datasheet for the device. Typically, it may be 100. This would mean that the current available to drive the load would be 100 times larger than the input to the transistor.

Why use a Darlington Pair?

In some applications, the amount of input current available to switch on a transistor is very low. This may mean that a single transistor may not be able to pass sufficient current required by the load.

As stated earlier, this equals the **input current** x **the gain of the transistor ($\mathbf{h_{FE}}$)**. If it is not possible to increase the input current, then we need to increase the gain of the transistor. This can be achieved by using a Darlington Pair.

A Darlington Pair acts as one transistor but with a current gain that equals:
Total current gain **($\mathbf{h_{FE\ total}}$)** = current gain of transistor 1 **($\mathbf{h_{FE\ t1}}$) x** current gain of transistor 2 **($\mathbf{h_{FE\ t2}}$)**

So, for example, if you had two transistors with a current gain **($\mathbf{h_{FE}}$)** = 100:
($\mathbf{h_{FE\ total}}$) = 100 **x** 100
($\mathbf{h_{FE\ total}}$) = 10,000

You can see that this gives a vastly increased current gain when compared to a single transistor. Therefore, this will allow a very low input current to switch a much larger load current.

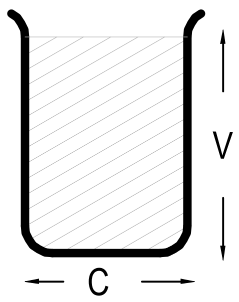
Base activation voltage

In order to turn on a transistor, the base input voltage of the transistor will (normally) need to be greater than 0.7V. As two transistors are used in a Darlington Pair, this value is doubled. Therefore, the base voltage will need to be greater than 0.7V x 2 = 1.4V.

It is also worth noting that the voltage drop across the collector and emitter pins of the Darlington Pair when they turn on will be around 0.9V. Therefore if the supply voltage is 5V (as above) the voltage across the load will be will be around 4.1V (5V – 0.9V).

Capacitor Basics

What is a capacitor?

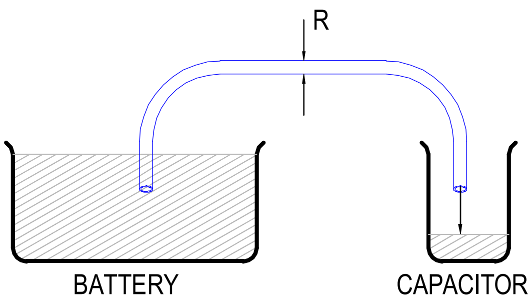


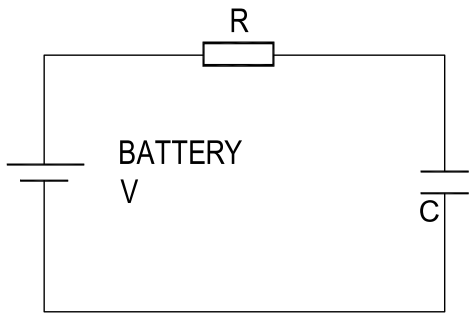
A capacitor is a component that can store electrical charge (electricity). In many ways, it is like a rechargeable battery.

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

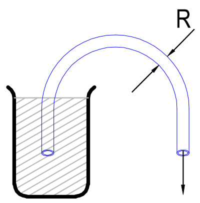




When a capacitor is connected to an item such as a battery, charge will flow from the battery into it. Therefore the capacitor will begin to fill up. The flow of water in the picture above left is the equivalent of how the electrical charge will flow in the circuit shown on the right.

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

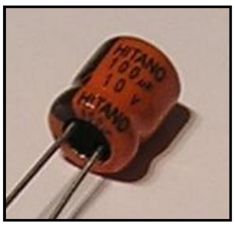


Once a capacitor has been filled with an amount of charge, it will retain this charge until it is connected to something into which this charge can flow.

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.



Instruction Manual

Your air freshener 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

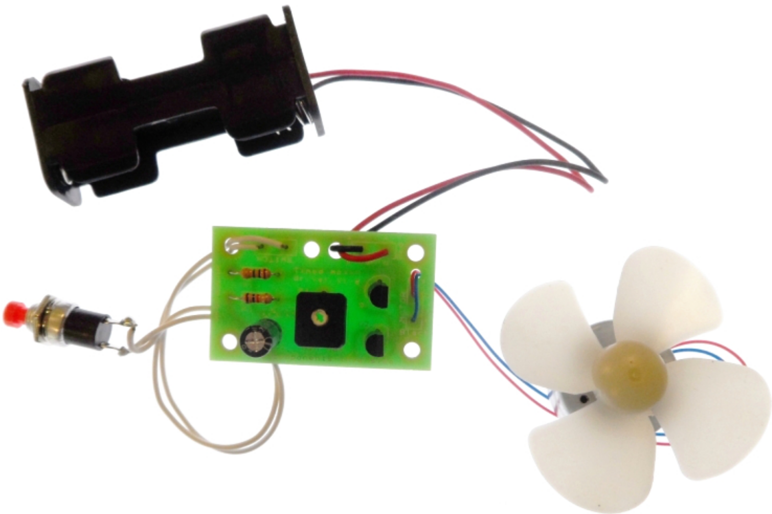
Develop a packaging design for your product that meets these requirements. Use additional pages if required.

ESSENTIAL INFORMATION

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

GENERATE A PLEASING AROMA WITH THIS

AIR FRESHENER KIT



Version 2.0

Air Freshener Essentials

www.kitronik.co.uk/2123

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

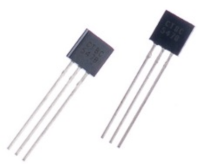
Start with the two resistors:
The text on the PCB shows where R1 and R2 go.
Ensure that you put the resistors in the right place.

PCB Ref	Value	Colour Bands
R1	1M	Brown, black, green
R2	1K	Brown, black, red

2 SOLDER THE VARIABLE POTENTIOMETER

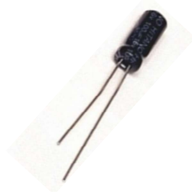
Solder the variable potentiometer into the PCB where it is labelled R3.

3 PLACE THE TRANSISTORS



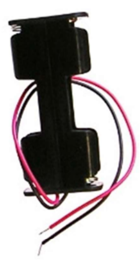
Place the two transistors into the board where it is labelled Q1 and Q2. Make sure that the device is the correct way around. The shape of the device should match the outline on the PCB.

4 PLACE THE CAPACITOR



Place the capacitor into the board where it is labelled C1. Make sure that the device is the correct way around. The capacitor has a '-' sign marked on it, which should match the same sign on the PCB. **Using an electrolytic capacitor backwards could result in it being destroyed.**

5 ATTACH THE BATTERY HOLDER



Attach the battery holder. Start by feeding the leads through the strain relief hole next to the power connection. The wire should be fed in from the rear of the board.

The red lead should be soldered to the '+' terminal (also marked with the text 'red') and the black lead should be soldered to the '-' terminal (also marked with the text 'black').

6 SOLDER THE MOTOR

Solder the motor to the board where it is marked ‘motor’. Again, use the strain relief and make sure that the red and black wires go to the right place.

7 ATTACH THE RESET SWITCH

Attach the reset switch. First cut and strip two short lengths of the wire supplied. Solder one to each of the two terminals on the switch. Then solder the other end to the PCB where it is marked ‘switch’. It does not matter which way around the two wires go.

Checking Your Air Freshener 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 in the corners) are filled with the lead of a component.
- All these leads are soldered.
- Pins next to each other are not soldered together.

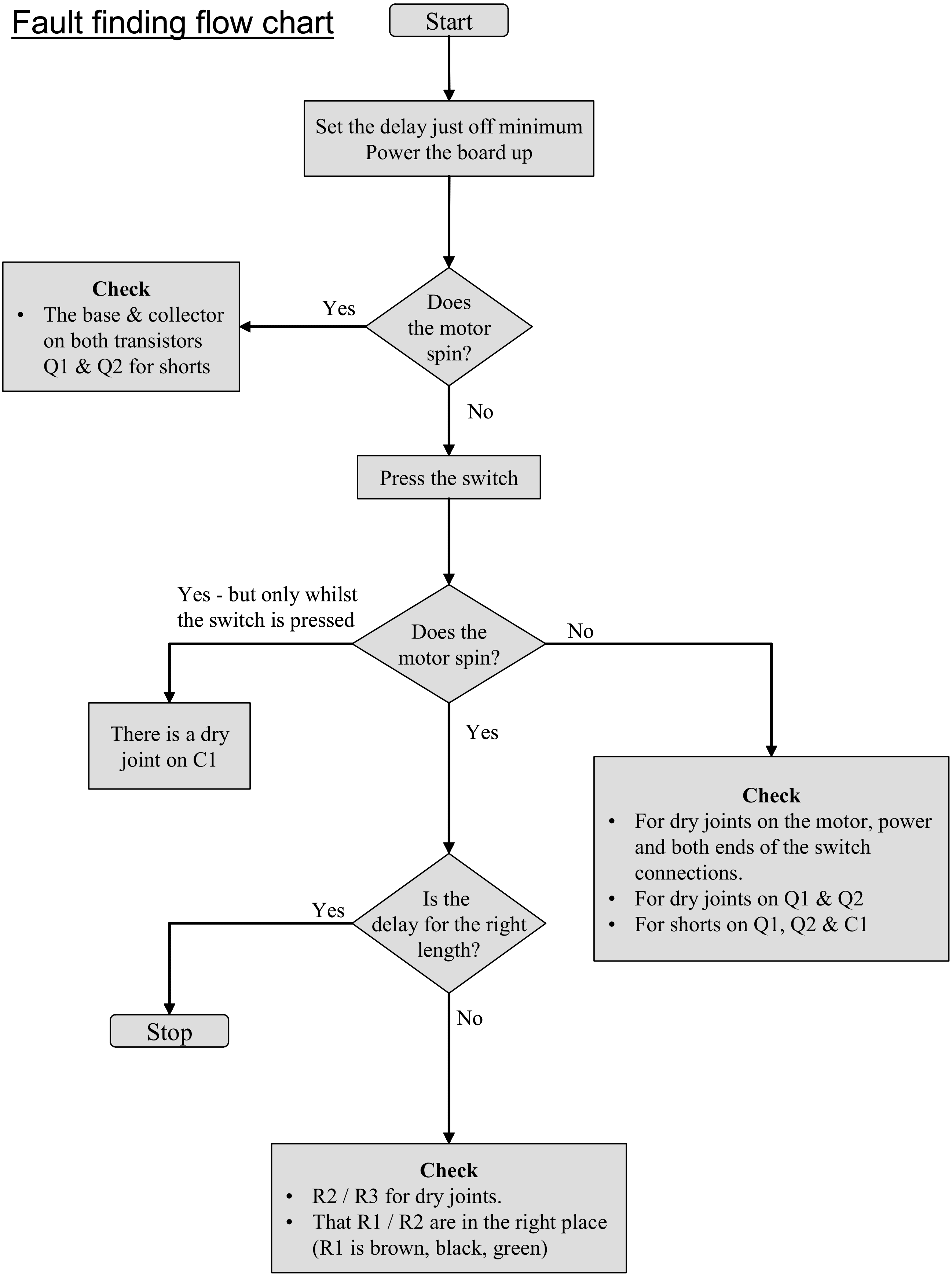
Check the top of the board to ensure that:

- The shape of the transistors match the outline on the PCB.
- The ‘-’ on the capacitors match the same marks on the PCB.
- The colour bands on R1 are brown, black & green.
- The battery cage is connected to ‘POWER’ and that the red and black wires match the red and black text on the PCB.
- The motor is connected to ‘MOTOR’ and that the red and black wires match the red and black text on the PCB.

Instructions

- Insert the batteries.
- When the start switch is pressed, the motor will spin.
- The duration that the motor spins for can be adjusted with R3.

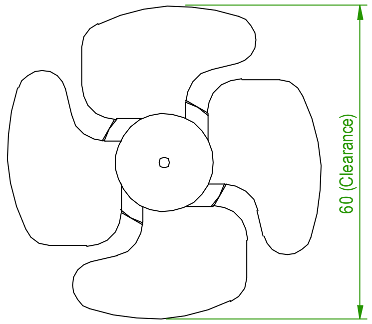
Fault finding flow chart



Air Freshener Essentials

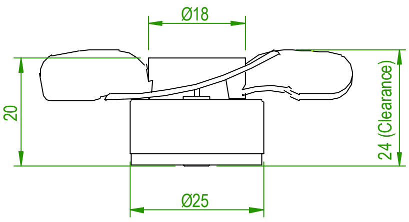
www.kitronik.co.uk/2123

Designing the Enclosure

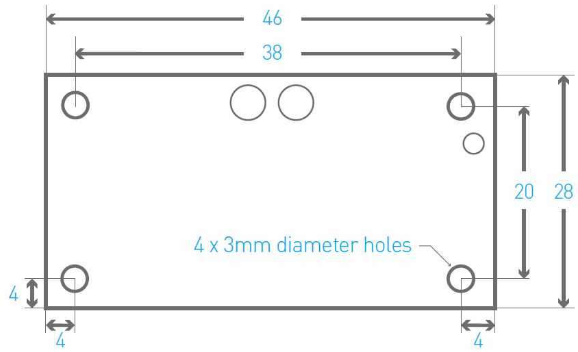


When you design the enclosure, you will need to consider:

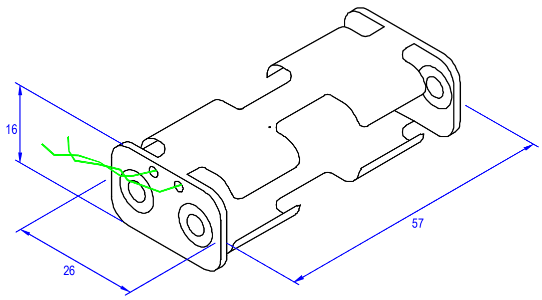
- The size of the PCB (below left).
- Where the fan unit is mounted (right).
- Where the start switch is mounted (bottom right).
- Where the batteries will be housed (bottom left).

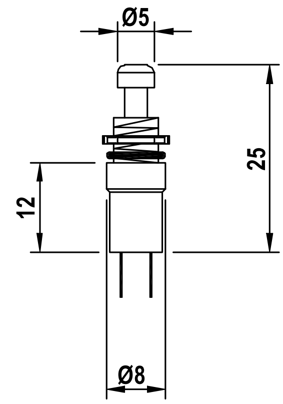


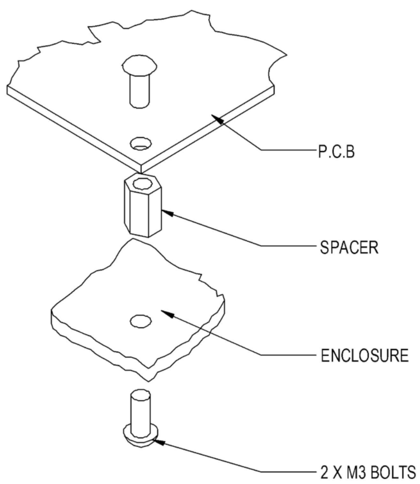
These technical drawings of the parts should help you to plan this.
All dimensions in mm.



Dimensions in mm





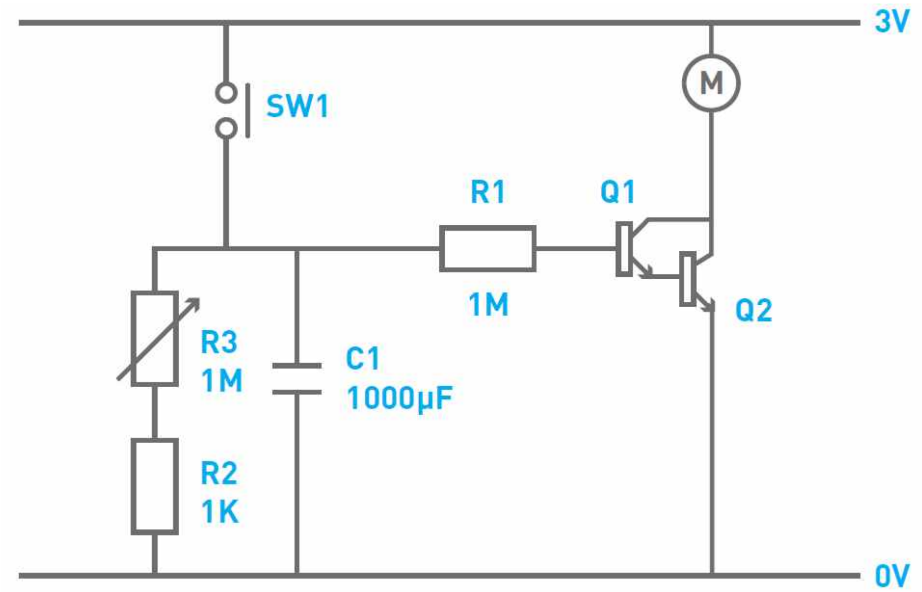


Mounting the PCB to the enclosure

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 Air Freshener Works



When the switch (SW1) is pressed the capacitor (C1) charges. When the switch is released the capacitor (C1) slowly discharges through the resistors (R2 & R3). R2 is just present to make sure that the batteries aren't shorted if the switch is pressed and the variable resistor R3 is set to zero.

As the capacitor (C1) discharges, the voltage across it will decrease. This initially starts at 3 volts and as it discharges, will drop down to zero volts. Whilst this voltage is above 1.4 volts, the Darlington Pair transistor will be turned on and so will the motor. When the voltage on the base goes below 1.4 volts, the transistor switches off and so does the motor.

If R3 is decreased the capacitor is discharged faster and the motor is on for less time. When R3 is a bigger value the current flowing out of the capacitor is lower and the motor stays on for longer.

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/2123

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