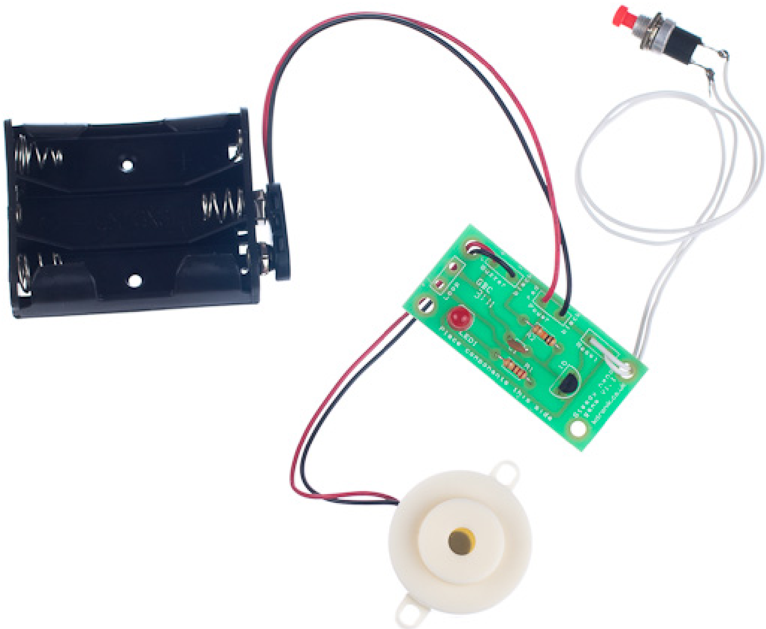
Kitronik

TEACHING RESOURCES

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

TEST YOUR HAND-EYE COORDINATION WITH THIS

STEADY HAND GAME WITH LATCHING LED



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 simple games. 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 games. 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 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 Steady Hand Game PCB' section and the fault finding flow chart. Homework: Read 'How the Steady Hand Game 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 steady hand game.
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 Steady Hand Game PCB' and fault finding flow chart.

Answers

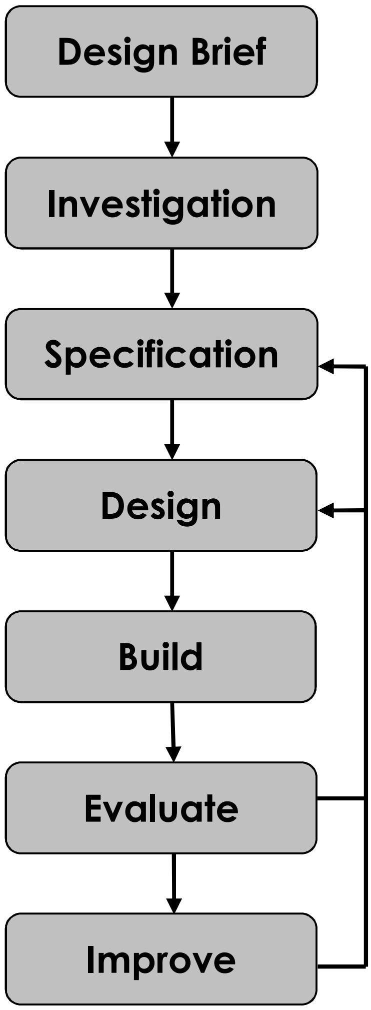
Resistor questions

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.

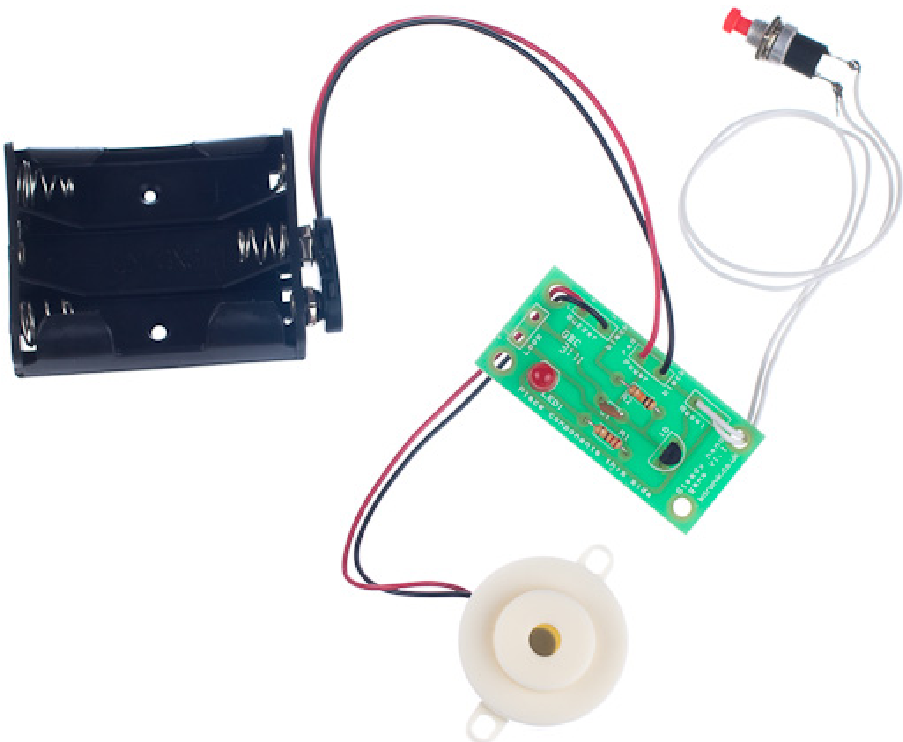
The Design Brief

A toy manufacturer has developed a simple circuit for producing a steady hand game. The circuit causes a buzzer to sound and lights an LED (which stays lit) when the user fails to negotiate a course of bent wire with a loop without the two touching. The circuit has been developed to the point where they have a working Printed Circuit Board (PCB).

The manufacturer would like ideas for an enclosure design for the PCB that will make the final product suitable for use by children. The manufacturer has asked you to do this for them. You must make sure that the final design meets all of the requirements that you have identified for this type of 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 must have no sharp corners.	Example: So that it is safe to use.

Design

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

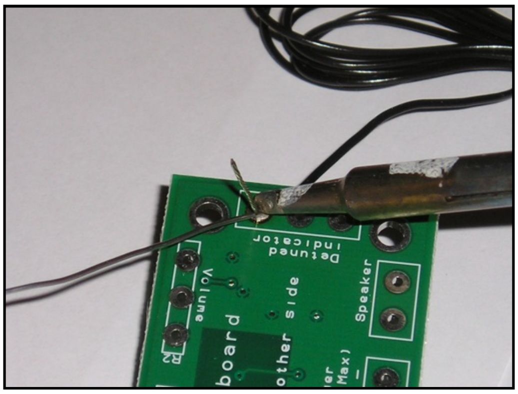
Name…………………………………………… Class……………………………

Design Review (group task)

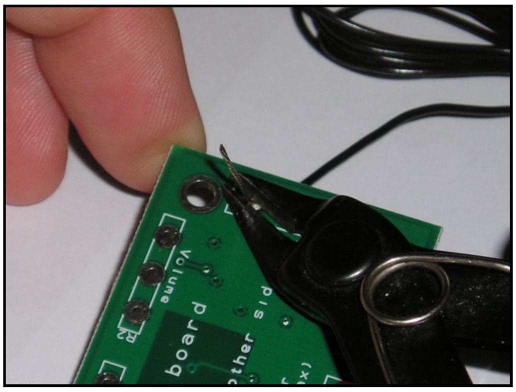
Split into groups of three or four. Take it in turns to review each person's design against the requirements of their specification. Also look to see if you can spot any additional aspects of each design that may cause problems with the final product. This will allow you to ensure that you have a good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

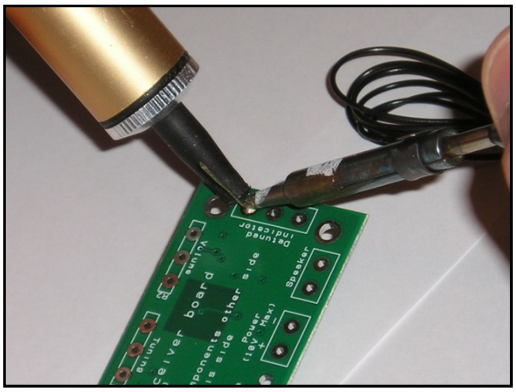
Comment	Reason for comment	Accept or Reject

Soldering in Ten Steps

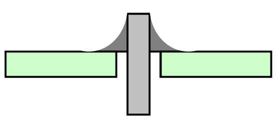
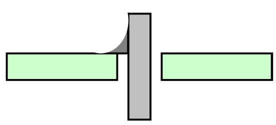
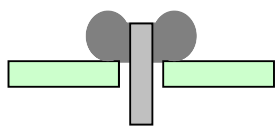


1. Start with the smallest components working up to the taller components, soldering any interconnecting wires last.
2. Place the component into the board, making sure that it goes in the right way around and the part sits flush against the board.
3. Bend the leads slightly to secure the part.
4. Make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





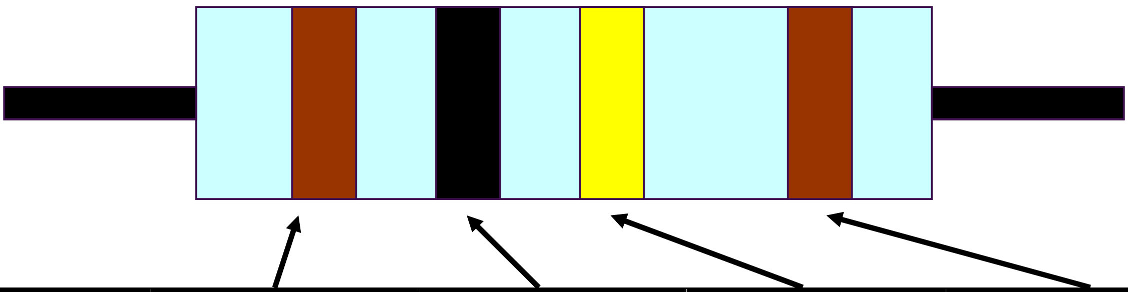
Solder joints

 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

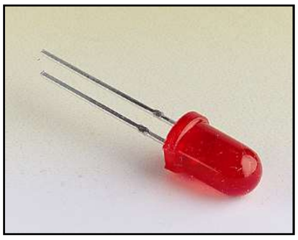
There are a number of different ranges of values for resistors. Two of the most popular are the E12 and E24. They take into account the manufacturing tolerance and are chosen such that there is a minimum overlap between the upper possible value of the first value in the series and the lowest possible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

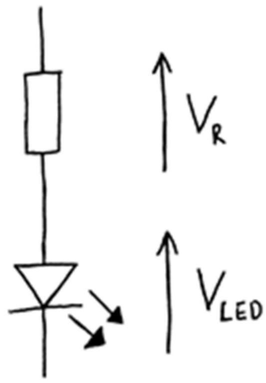
For an LED to light properly, the amount of current that flows through it needs to be controlled. To do this we use a current limit resistor. If we didn't use a current limit resistor the LED would be very bright for a short amount of time, before being permanently destroyed.

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.

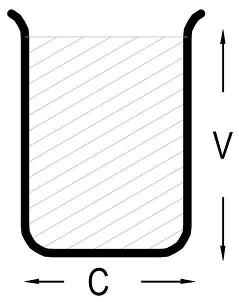
Typical LED applications

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

Capacitor Basics

What is a capacitor?

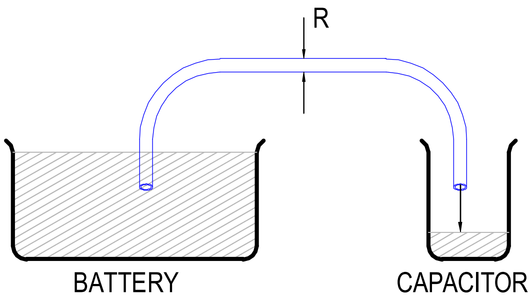


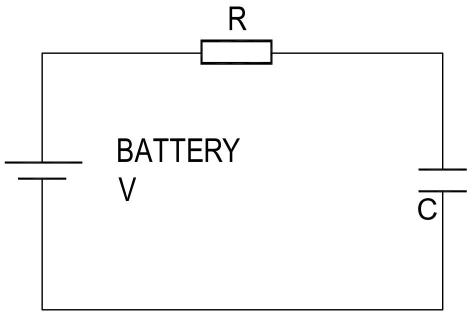
A capacitor is a component that can store electrical charge (electricity). In many ways, it is like a rechargeable battery.

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

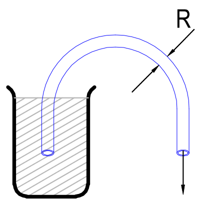




When a capacitor is connected to an item such as a battery, charge will flow from the battery into it. Therefore the capacitor will begin to fill up. The flow of water in the picture above left is the equivalent of how the electrical charge will flow in the circuit shown on the right.

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

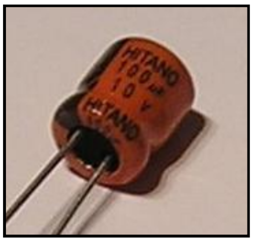


Once a capacitor has been filled with an amount of charge, it will retain this charge until it is connected to something into which this charge can flow.

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

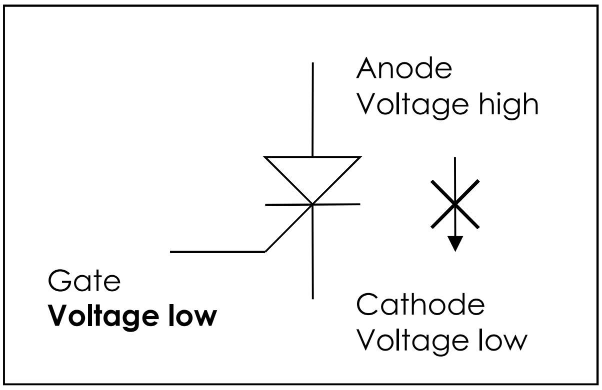
Capacitors also have a maximum working voltage that should not be exceeded. This will be printed on the capacitor or can be found in the catalogue the part came from. You can see that the capacitor on the right is printed with a 10V maximum working voltage.



Thyristors

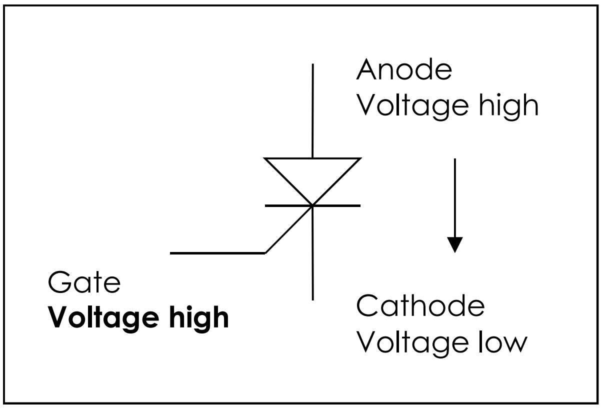
Step 1 - Thyristor off

A thyristor acts in the same way as a diode in that it will allow current (electricity) to flow from the Anode to the Cathode. It can not flow in the other direction.
When a circuit is powered up and there is no voltage on the gate of the thyristor, no electricity flows between the anode & cathode.



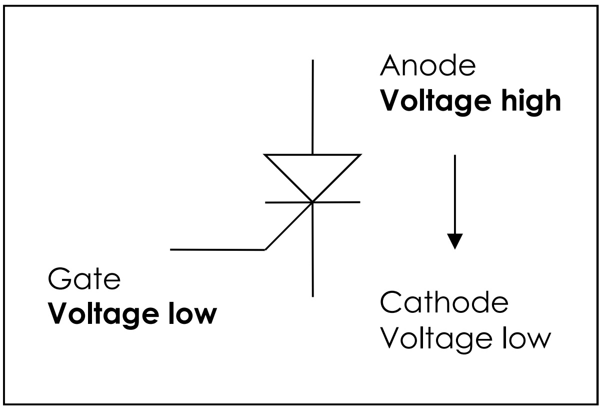
Step 2 - Thyristor turned on

The thyristor has a special characteristic where, the flow of electricity through the device can only happen once the Gate voltage (signal) has gone to a high voltage.



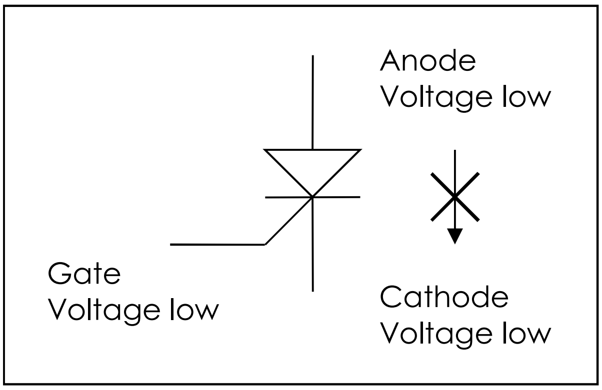
Step 3 - Thyristor latched on

This flow of electricity will continue even when the Gate returns to a low voltage. It is like a tap that once turned on can not be turned off. It is this characteristic that allows thyristors to be used in a latching circuit, where a high voltage signal on the Gate is used to latch on the flow of electricity through the device.



Step 4 - Thyristor turned off

The only way to unlatch (or reset) the thyristor is to stop the flow of electricity through the device by taking the voltage on the Anode low. When the Anode returns to a high voltage level, electricity will not be able to flow though the device until the Gate is taken to a high voltage again.



Instruction Manual

Your steady hand game 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

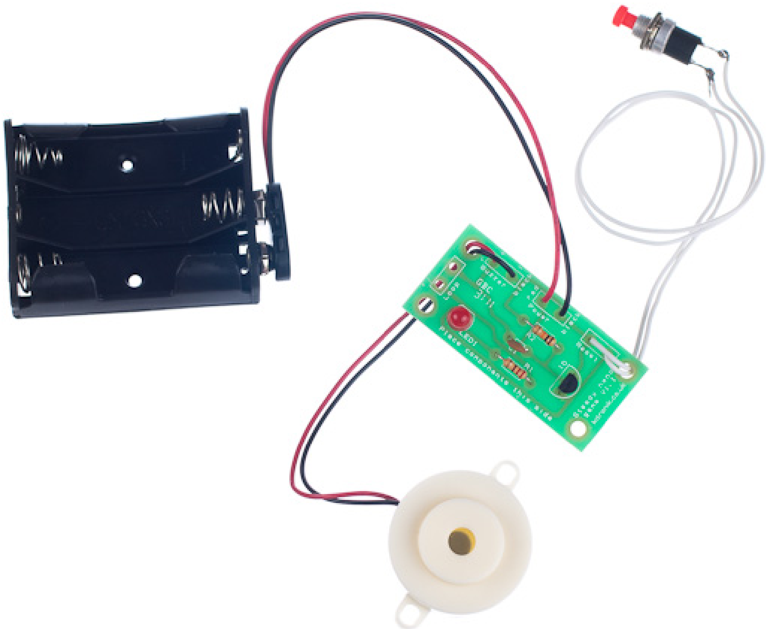
Develop a packaging design for your product that meets these requirements. Use additional pages if required.

ESSENTIAL INFORMATION

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

TEST YOUR HAND-EYE COORDINATION WITH THIS

STEADY HAND GAME WITH LATCHING LED



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Build Instructions – Teacher's Notes

All of the parts that are required to build the steady hand PCB are individually bagged with the exception of the following:

- The tinned copper wire for the loop and bent wire track, which is supplied on around a 25 metre reel.
- The heavy duty wire for connecting the loop, which is supplied on a 25 metre reel.
- The heat shrink, which is supplied in lengths of 1.2 metres.

We would suggest that you set up two areas:

1. The first will have a 1 metre ruler, a pair of cutters and the tined copper and heavy duty wire. The student can then measure and cut themselves a 1 metre length of each.

2. The second will have a 15cm ruler, a pair of cutters and the heat shrink. The students can then measure and cut themselves a 15cm length.

The easiest way to shrink the heat shrink is by using a hot air gun.

Steady Hand Game Essentials

www.kitronik.co.uk/2108

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, R2 etc go.
Ensure that you put the resistors in the right place.

PCB Ref	Value	Colour Bands
R1	220Ω	Red, red, brown
R2	10KΩ	Brown, black, orange

2 SOLDER THE THYRISTOR

Solder the thyristor into the board where it is labelled Q1. Make sure that the device is the correct way around. The shape of the device should match the outline on the PCB

3 SOLDER THE 10NF CAPACITOR

Solder the 10nF capacitor into the board where it is labelled C1.

4 SOLDER THE LED

Place the Light Emitting Diode (LED) into LED1. The LED won't work if it does not 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. You may want to solder it at a specific height depending upon how you have designed your enclosure (if you are making one). Once you are happy, solder into place.

5 FIT THE BUZZER

The buzzer should be soldered into the 'buzzer' terminal. The red wire must go to the '+' terminal (also marked with the text 'red') and the black wire must go to the '-' terminal (also marked with the text 'black').

6 FIT THE BATTERY CLIP

Attach the battery clip. 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').

7 FIT THE RESET SWITCH

Attach the reset switch. First cut and strip two short lengths of the thin 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 'reset'. It does not matter which way around the two wires go.

8 CREATE THE LOOP

To create the loop, cut about 15 – 20cm from your piece of solid tinned copper wire. Bend the end to form the desired sized loop and handle. Solder the end to the middle of the wire, being careful to hold the wire with a pair of pliers and not your hands.

9 SOLDER THE LOOP

Strip both ends of the piece of flexible heavy-duty wire. Solder one end to the handle of the loop. Cut a 5cm length of heat shrink and slide it over the solder joint. Shrink into place using a hot air gun. Now solder the other end of the wire to the pad on the PCB labelled 'loop'.

10 CREATE THE SHAPE

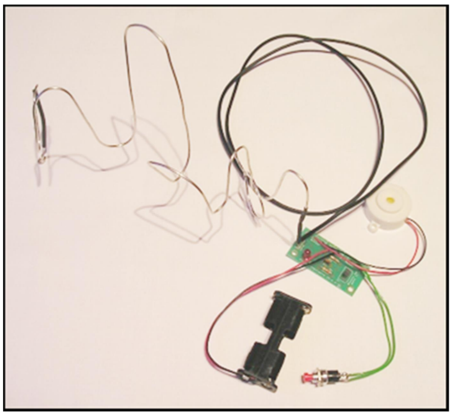
The remaining piece of copper wire will form the shape that will have to be negotiated with the loop. Cut another 5cm piece of heat shrink and shrink it over one end of the wire (be careful as the wire will become hot). Make sure that the sharp end is fully covered.

11 SOLDER THE SHAPE

Slide the remaining 5cm piece of heat shrink over the other end of the solid tinned copper wire and shrink it so that a 1cm piece of metal is sticking out the end. Solder this end into the remaining pad on the PCB marked 'loop'.

12 BEND THE TRACK INTO PLACE

Bend the wire to form your desired shape track. If the wire has to be placed through a hole in an enclosure, you will probably want to do this before bending the wire.



Checking Your Steady Hand Game PCB

Check the following before you connect power to the board:

Check the bottom of the board to ensure that:

- 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 thyristor matches the outline on the PCB.
- The flat edge of the LED matches the outline on the PCB.
- The red and black leads on the buzzer and battery clip are connected the correct way around.
- The colour bands on R1 are red, red and brown.

Testing the PCB

1. When you power up the board (with the loop not touching the wire) it should be silent.
2. Touching the loop against the wire will cause the buzzer to sound and the LED to light and stay lit.
3. Pressing and releasing the reset button will cause the LED to go out.

If this is not the case, recheck your board following the instructions above.

Steady Hand Game Essentials

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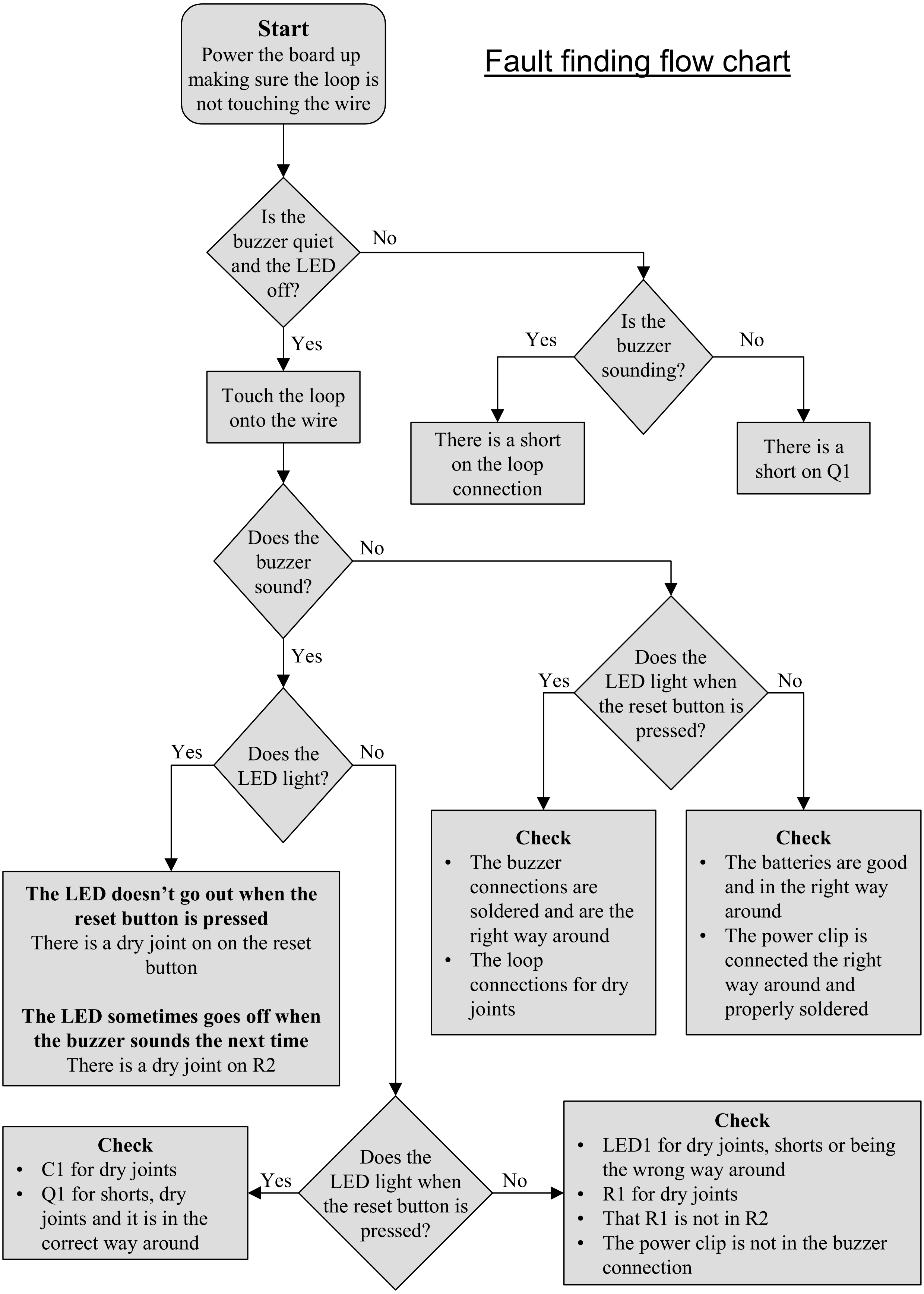
Fault finding flow chart



Steady Hand Game Essentials

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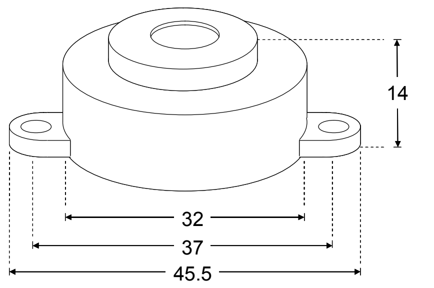
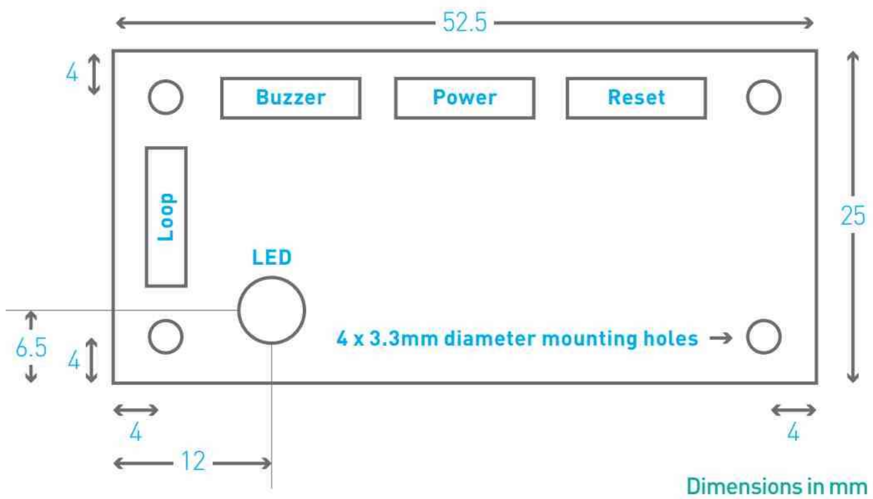
Designing the Enclosure

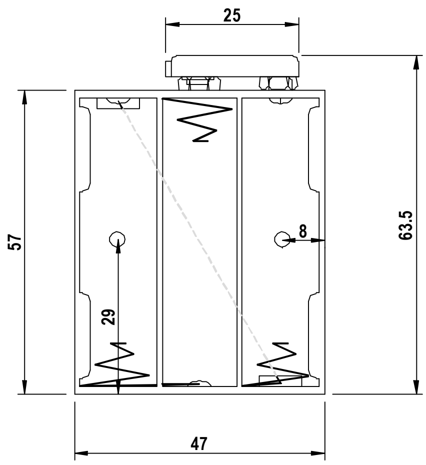


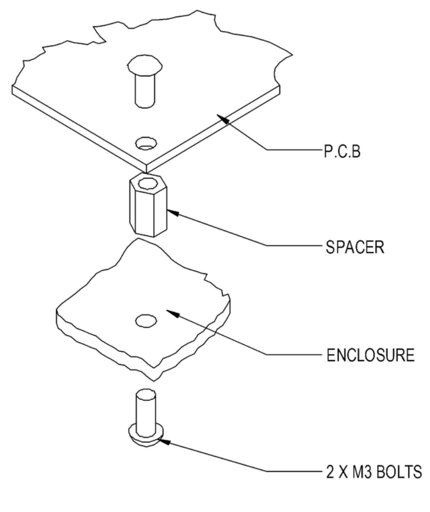
When you design the enclosure, you will need to consider:

- The size of the PCB (below).
- The position of the LED and its size (5mm).
- Where the wire track and wire loop will be connected.
- Where the buzzer will be mounted (top right).
- The position of the reset switch (bottom right).
- Where the batteries will be housed (mid right, height 16mm).

These technical drawings of the steady hand components should help you to plan this.
All dimensions are in mm.
The four PCB mounting holes are 3.3mm in diameter.



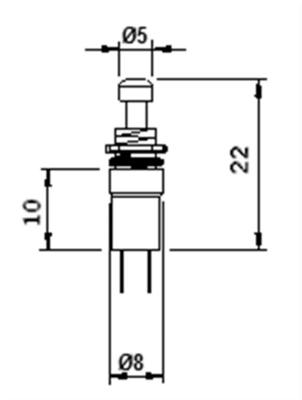




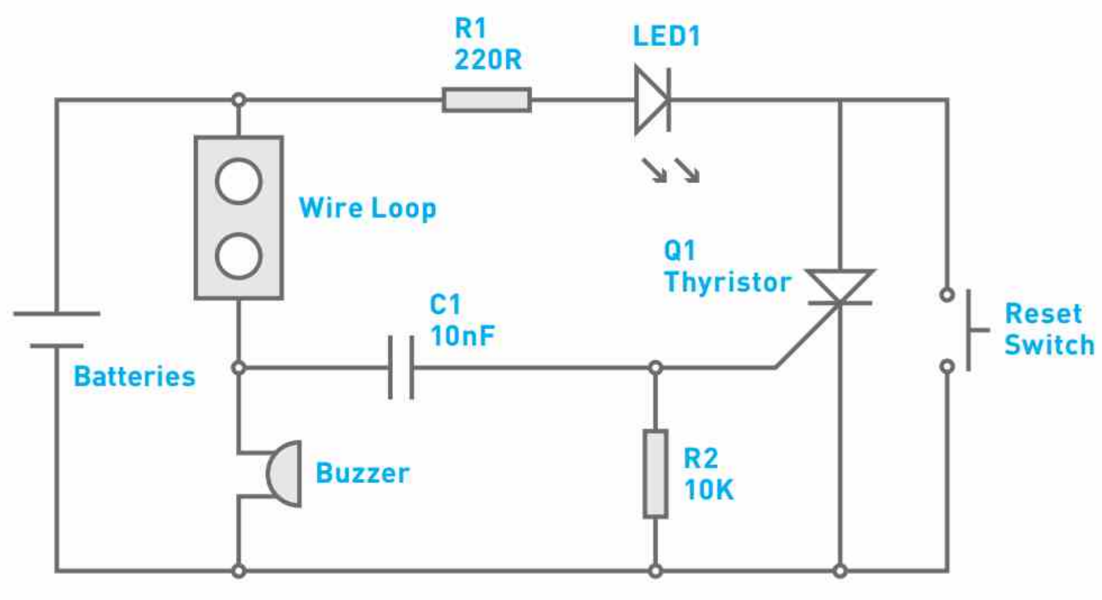
Mounting the PCB to the enclosure

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 Steady Hand Game Works



Buzzer

When the loop touches the section of bent wire, a circuit is completed that allows electricity (current) to flow from the batteries, through the loop and the bent wire circuit, and to the buzzer. This causes the buzzer to sound. When the loop is removed from the wire the buzzer will stop. This is the left section of the circuit.

Fail LED

There is an LED that comes on and stays on once the wire and loop have touched each other. This happens because when the loop and then bent wire touch, the left-hand side of C1 is taken to a high voltage. This causes a short high pulse on the right hand side of the capacitor, which is normally held at a low voltage by the 10KΩ resistor R2. As these are connected to the gate of the thyristor Q1, it causes the thyristor to become latched on. Now that the thyristor is latched on, electricity (current) can flow from the batteries, through the 220Ω resistor R1 and LED1. The LED will now be on. The 220Ω resistor R1 is used to control the brightness of the LED and stop it being damaged.

When the reset switch is pressed, there is no voltage across the thyristor Q1 (the anode is taken to 0V). This turns the thyristor off and it stops conducting. This means that electricity (current) can no longer flow through it so the LED1 turns off. You will notice that the LED1 is only turned off when the reset switch is released. This is because when it is pressed the electricity can flow through it, which keeps the LED on.

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/2108

This kit is designed and manufactured in the UK by Kitronik

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