ON4CRD

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The 10 Commandments of Amateur Radio



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Legal notice

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Illustrations created with assistance from artificial intelligence.

A door opens



Lucas arrives at the club with a small receiver and many questions.



Henri welcomes him: everyone here started by learning.



Where did that voice on the radio come from? They will find out together.



Before speaking, the mentor invites him to take time to listen.



Through the headphones, a distant voice becomes the start of a meeting.



They open a notebook: their radio adventure can begin.

The journey of a voice



Listening on headphones, the learner wonders where the voice comes from. The mentor points to the window.



Outside, the antenna picks up radio waves arriving at the station.



A cable carries the signal from the antenna to the receiver.



The receiver selects the signal they want to hear.



Through the headphones, the learner follows the voice without disturbing others at the club.



In his notebook, he draws the path: antenna, cable, receiver, headphones.

Not our turn yet



The learner spots the microphone and dreams of replying straight away.



The mentor gently signals him to wait: a conversation is already in progress.



They listen to the voices answering each other, taking turns.



A brief silence comes. The mentor keeps listening: the exchange may not be over.



A weaker voice returns. The learner understands why they waited.



He moves his hand away from the microphone and writes in his notebook: listen first.

A notebook to guide them



The learner rereads his first note: listen before speaking.



The mentor opens his own notebook: ten principles guide his radio activities.



Remember everything at once? The mentor suggests discovering the principles step by step.



They prepare a club activity to put each principle into practice.



The learner asks his first question. The mentor takes time to answer.



The notebook becomes their guide as they prepare this adventure together.

The desire to discover



The club's large radio impresses the learner with all its knobs.



He compares it with his small receiver and wonders where to begin.



The mentor shows how much a simple receiver already lets them hear.



Listening, Morse, building circuits, antennas: there are many ways into radio.



The mentor encourages him to ask questions and prepare a simple experiment.



The learner happily picks up his receiver: he already has the essential thing, a wish to learn.

Learning by trying



A battery and a small light module are enough to prepare a first experiment.



The lamp stays dark. The learner thinks he has got everything wrong.



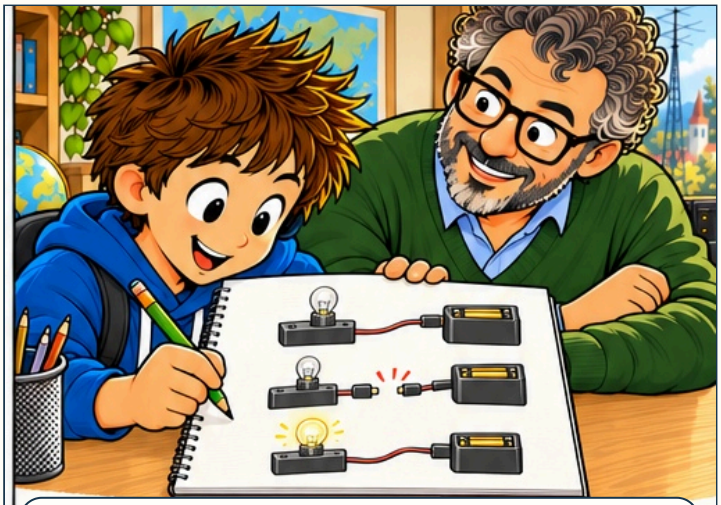
The mentor first asks what he expected to observe.



With the power disconnected, they spot a plug that is not fully seated.



After correcting it, the lamp lights up. They compare the result with their expectation.



The learner records his observation: finding the cause is part of the experiment too.

A voice, a person



The mentor takes out some old cards confirming radio contacts.



A mountain village on one card catches the learner's interest.



Each card recalls a meeting between two people far apart.



The learner sees the receiver differently: behind the voice is someone with a story.



They discover different places and interests on the cards.



The keepsake rests beside the notebook. Radio becomes a human adventure.

Choosing to learn



The keepsake card gives the learner a new reason to care about the station.



He prepares his place: an open notebook, the receiver and headphones within reach.



He sketches a question in his notebook: how can he recognize people taking turns?



The mentor suggests a method: observe, compare, then ask a clear question.

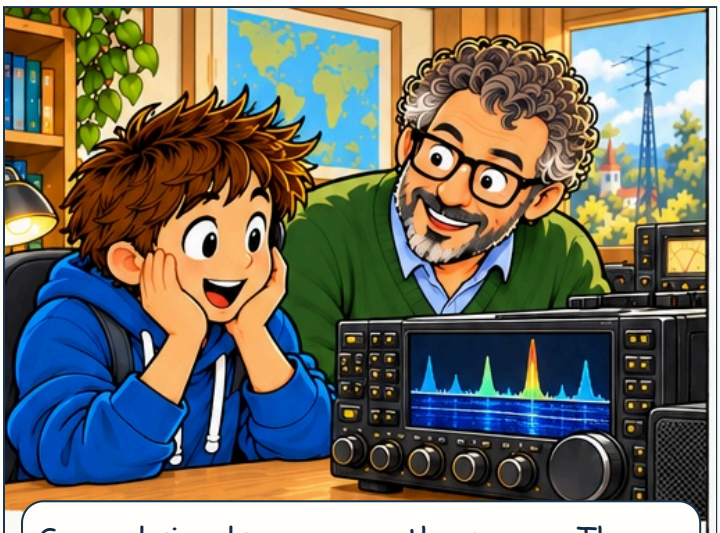


They set a first goal: notice when the two voices answer each other.

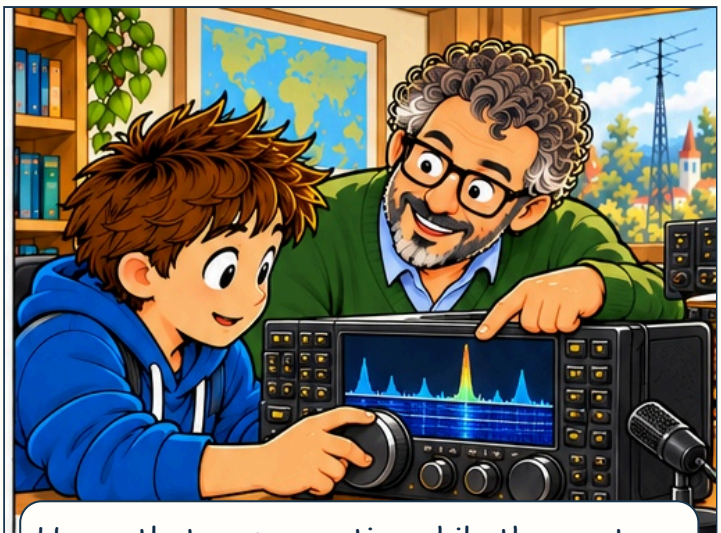


The learner puts his headphones back on. His adventure begins with attentive listening.

Following a signal



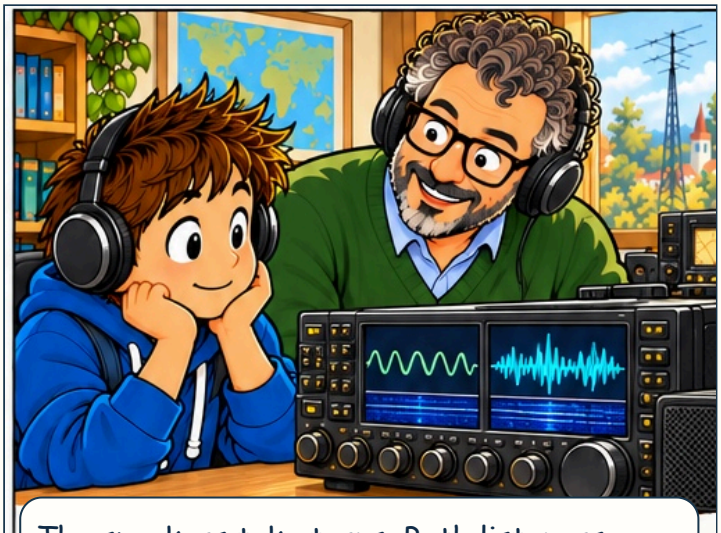
Several signals appear on the screen. The learner does not yet know which to follow.



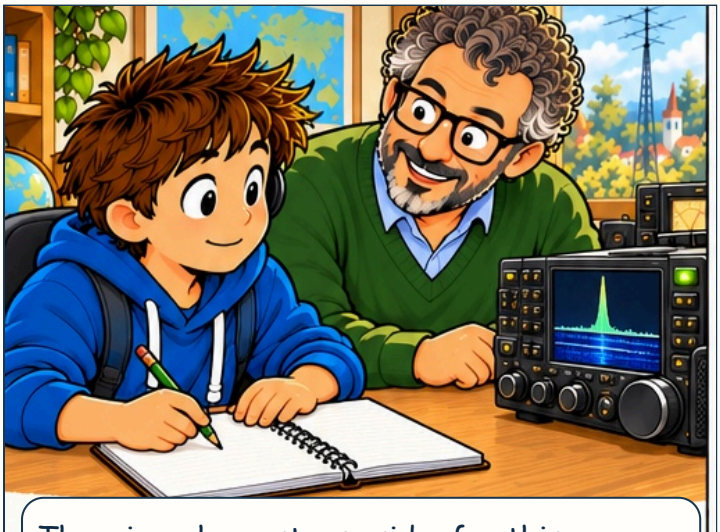
He gently tunes reception while the mentor points out a distinct signal.



Through the headphones, he takes time to recognize the rhythm of the voice.



The speakers take turns. Both listeners follow the exchange without interrupting.



The microphone stays aside: for this exercise, listening is enough.



The learner records what he hears and what he still wants to understand.

Silence is not the whole story



The voice stops. With the display almost quiet, the learner thinks the conversation has ended.



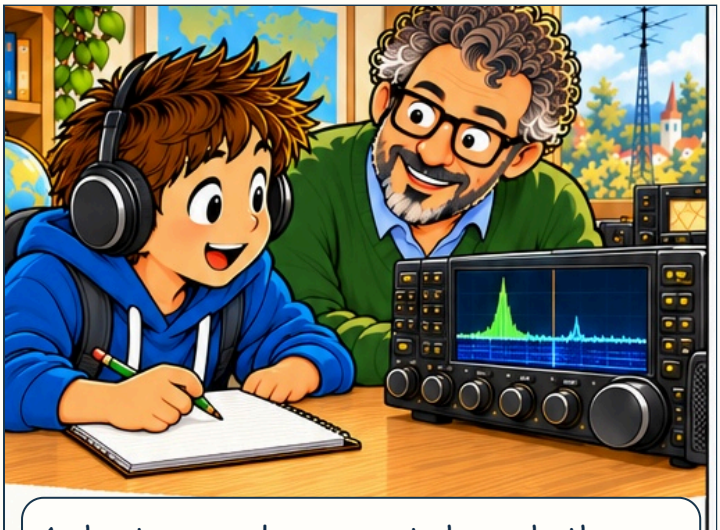
The mentor invites him to keep listening. They keep their hands away from the microphone.



A very faint voice returns on the same frequency. The learner had not noticed it.



He can now distinguish two stations answering each other with signals of different strengths.



A short pause alone cannot show whether the frequency is clear.



He sketches both signals in his notebook. Listening takes patience too.

Preparing a call



Before making a call, they plan on paper how to introduce themselves politely.



They begin by listening to the activity. An ongoing conversation needs room to continue.



The mentor suggests planning a question about whether the frequency is in use, together with the operator's identification.



The learner arranges these points in his notebook, leaving room for a reply.



He rehearses a brief message face to face with the mentor. The microphone stays on its stand.



The planning sheet is ready. Before transmitting, they still need to check the applicable rules.

Listen, then take notes



The conversation continues. The learner gradually finds the rhythm of the exchange.



A question comes to mind. He saves it for his notebook without interrupting the stations.



He sketches what he has understood: two voices and their turns to speak.



Beside an unclear passage, he leaves an empty box. He can return to it later.



The mentor helps him separate what he heard from what he merely assumed.



The notebook prepares their next questions. They learn without disturbing the ongoing contact.

Choices to check



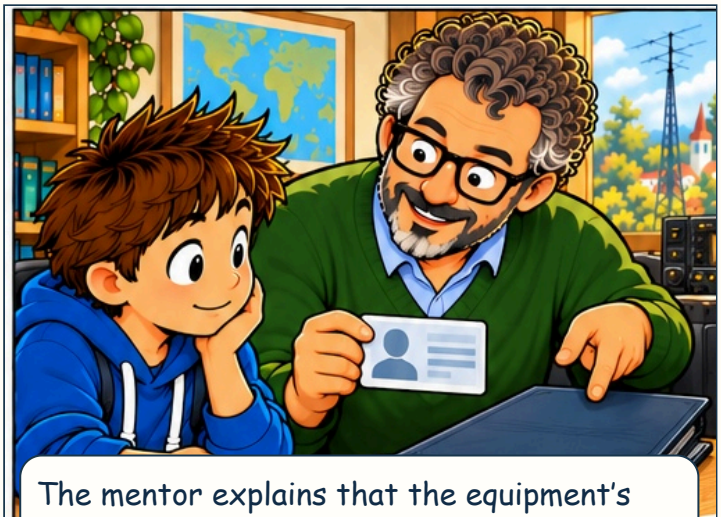
The preparation folder reveals several bands and several communication modes.



Voice, Morse and digital modes offer different ways to communicate.



Faced with all the radio's functions, the learner wants to try everything.



The mentor explains that the equipment's capabilities do not determine the operator's permissions.



They need to check the conditions of the operator's authorization and the applicable local rules.



Their next step is to consult official information together before preparing a transmission.

Finding reliable sources



They open the official information to prepare the club activity.



The mentor distinguishes the operator's certificate from the station's documents.



They look up the current conditions for bands, modes and power.



A band plan also helps them understand how different activities share the spectrum.



They read the plan alongside the applicable rules. It does not replace the required authorizations.



The learner records the sources and their update dates so he can find them again.

Check before preparing



Before preparing the station, the learner returns to his checklist and the useful documents.



They check the intended frequency against the conditions applying to the operator and station.



Next they check the planned mode and the relevant part of the band plan.



Power is part of the checks too. They do not choose a value at random.



The club's arrangements guide the activity while respecting the operator's and station's authorizations.



The learner reviews every point. Any uncertainty must be cleared up before transmitting.

Choosing an activity



One of the radio's functions catches the learner's eye. He would like to try it during the activity.



Reviewing their preparation, they find that this option does not fit the planned framework.



The learner is disappointed. The mentor takes time to listen to him.



He offers two ways to continue: listen to conversations and analyse received signals.



The learner chooses headphones and a notebook. His curiosity returns.



They continue exploring through reception, within the framework they prepared together.

Time for a reply



While listening, they hear a station calling. A pause follows.



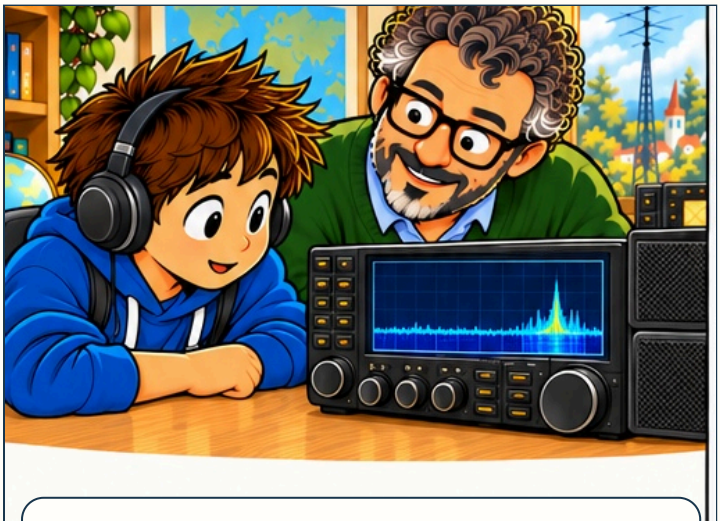
The reply takes time. The learner starts to grow impatient beside the quiet display.



The mentor invites him to give others time to answer.



A station might be weak or busy. They do not yet know the reason for the delay.



A faint reply is heard. The learner leans in to listen more carefully.



He notes what he has just observed: waiting gives everyone room to answer.

Words that help understanding



A word disappears in the noise. Lucas is unsure what he heard.



Henri suggests keeping the part he knows and marking the uncertainty.



Face to face, they try a simpler sentence to ask for clarification.



The learner speaks calmly. The mentor shows how this differs from shouting.



They leave the power settings alone: the task here is to understand each other better.



An idea goes into the notebook: rephrasing can make an exchange clearer.

Staying calm



On the radio, an exchange grows more tense. The learner stiffens.



The mentor invites him to step back and keep observing.



They discuss what an aggressive reply might add to the situation.



The learner chooses to remain respectful, even when he disagrees.



The microphone stays idle. They return to their preparation without feeding the disagreement.



Patience does not solve everything, but it can avoid making an exchange worse.

A plan that leaves room



They return to the call-planning sheet prepared for the club activity.



The learner keeps a clear introduction and the necessary identification details.



He also plans a polite question and space to listen for the reply.



The mentor has him rehearse the sheet at a normal speaking volume, face to face.



They remove needless repetition and keep natural pauses.



The notebook now brings listening, clarity and courtesy into the same preparation.

Everyone knows something



The mentor looks for an accessory while the learner studies the receiving computer.



The learner finds a display control they had been looking for together.



He quietly calls the mentor over to show his discovery.



The mentor returns, looks and asks how he found it.



The learner explains his approach. This time, he is the one bringing an idea.



They smile: sharing knowledge works both ways.

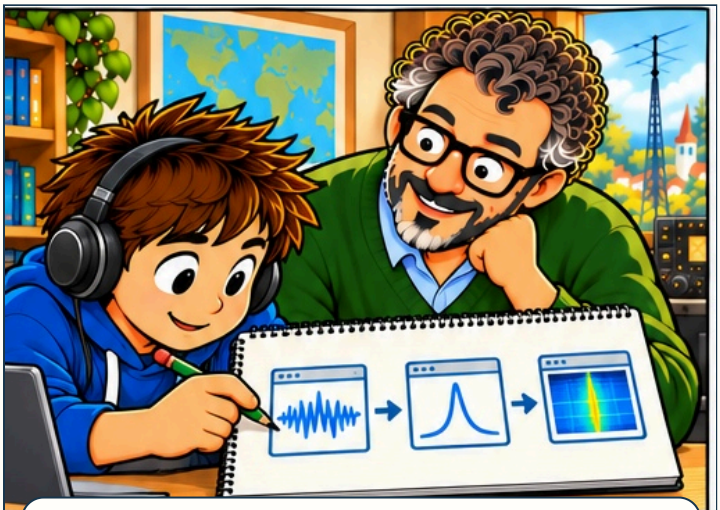
Explaining in your own words



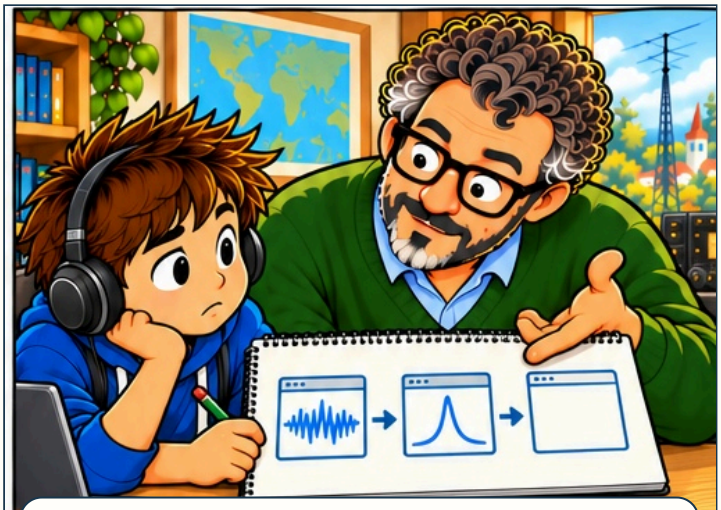
The mentor gives the learner time to show what he has understood.



The learner begins with the result he wanted to see on the screen.



He then describes the steps, using a sketch when words are missing.



A question from the mentor helps him spot a detail that is still uncertain.



They check the detail together, without mockery or rushing.



Explaining to someone else can also deepen your own understanding.

Searching together



During preparation, the headphones no longer give the expected result.



They switch the equipment off before touching the connections.



The mentor suggests examining one possibility at a time.



With the power disconnected, they notice a plug that was not properly seated.



They restore the connection, then repeat the planned test according to the manual.



The learner records the cause they found. A small fault has become a shared exercise.

A guide for the next visitor



They decide to keep an explanation that will help the next visitor.



The learner draws the path between the receiver, connection and headphones.



The mentor adds a reminder to consult the manual before handling equipment.



They clearly separate observation, checking and a new test.



The learner rereads the guide as if discovering the station for the first time.



The guide joins the club notebook. Their experience can now help others.

The space a call takes



The learner imagines a very long call to be sure of being noticed.



On paper, the mentor asks him to represent the space that call would take.



A long strip of speech fills almost the whole planning sheet.



The learner then looks for room where another station could answer.



They listen again to exchanges and observe the value of pauses.



He understands that leaving room is part of communication too.

Keeping the essentials



The learner revisits his idea and looks for the parts that are truly useful.



They keep the necessary identification and an easy-to-understand intention.



The rest can wait until the contact develops.



They place a pause after the message to allow a reply.



The learner rehearses this short version in the room with the mentor.



His planning sheet becomes simpler. It will help him stay attentive to the other station.

Find the cause first



A listening difficulty brings back a question about power.



The mentor first suggests understanding what is limiting reception.



They revisit the checks suited to their installation and its manual.



The learner compares receive settings with the observations in his notebook.



Connections are examined only after the equipment has been switched off and made safe.



They look for a specific cause instead of changing several things at random.

Just what is useful



Their preparation improves as they remove needless complications.



The learner puts away accessories that will not serve the planned activity.



The mentor gathers the documents and checks still needed.



The notebook stays open at a brief call and listening reminders.



The learner sees the station differently: every choice now has a reason.



Moderation becomes a way to make room for everyone.

A noise to describe



An unfamiliar noise appears during their preparation listening.



The learner wants to find someone responsible straight away.



The mentor suggests starting by describing what they hear.



They record the time, the character of the noise and the test conditions.



A sketch of a regular signal helps them compare their observations.



A precise description will be more useful than a rushed conclusion.

A possibility to test



A nearby accessory becomes one possible lead among others.



They compare reception while the accessory is in use, then normally switched off.



They keep the rest of the test as similar as possible.



The observed difference deserves a note, not immediate certainty.



They carefully repeat the comparison without opening any powered equipment.



The learner discovers that a hypothesis is checked methodically.

Observe before blaming



They gather the results of their comparisons.



The mentor distinguishes a likely lead from an established source.



The learner prepares a description that a knowledgeable person can understand.



If the investigation exceeds their abilities, they will seek suitable help.



No accusation goes into the notebook. They keep facts and questions.



Caring for shared spectrum starts with this attitude too.

Preparing to leave a clean place



The outdoor activity is approaching. They also plan how to tidy the site.



The learner gathers reusable straps and pouches for accessories.



The mentor checks that their planned setup will respect the available space.



They set aside a bag to bring back all their small pieces of rubbish.



The notebook reminds them to recover every strap and part after the activity.



Their enjoyment of radio goes together with respect for the place hosting them.

One last look



The learner already wants to carry the station to the planned location.



One last look reveals a poorly stored cable.



They set the equipment down and return to the checklist before leaving.



The mentor shows how careful storage makes a visual check easier.



They set aside anything that needs further checking.



Departure can wait a few moments. This pause is part of preparation.

Checking methodically



They switch the equipment off and follow its manual's instructions.



Connections and accessories are examined from the outside.



Lucas looks for visible signs that would justify a closer check.



Any doubt is enough to set a part aside until qualified advice is available.



They do not open powered equipment to improvise a repair.



The notebook now separates what they can check from what needs help.

Clear roles



They revisit the list for the power supply, antenna and accessories.



The mentor handles the technical checks that belong to his role.



The learner follows the list and asks his questions before use.



The planned installation keeps walkways clear and equipment stable.



They also check the instructions applying to the site and their activity.



Everyone knows their role. A tick means a check has actually been carried out.

Thinking about the return too



A reception test complements their preparation checks.



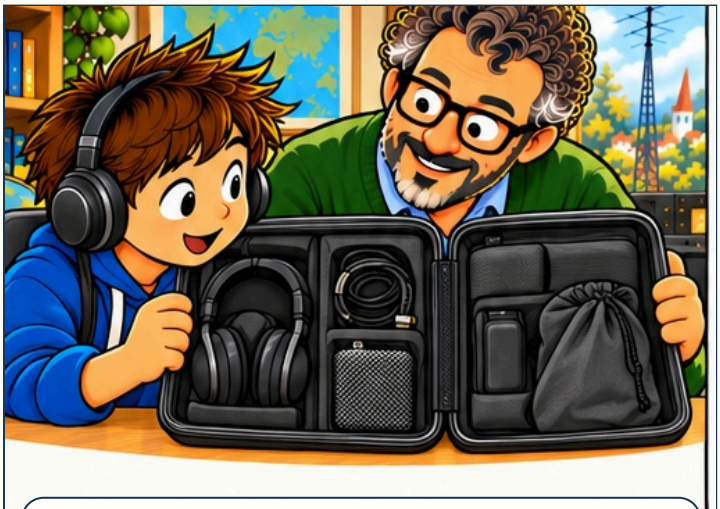
The learner finds a voice again and compares what he hears with his notes.



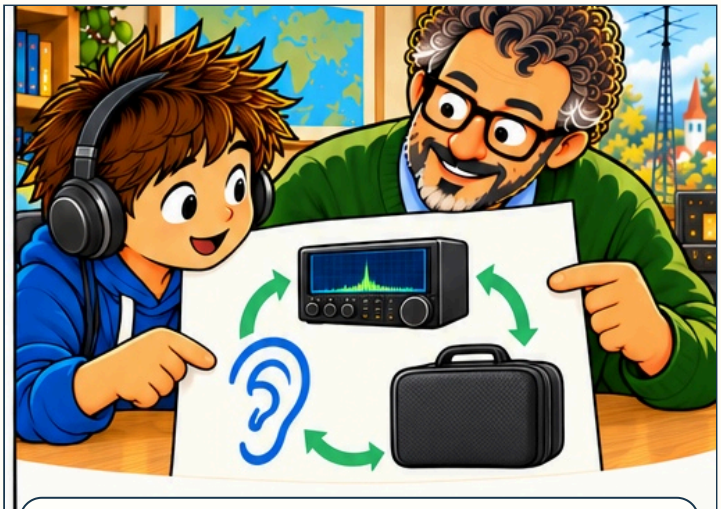
They keep this test distinct from the other checks still required.



The mentor also prepares space for observations gathered during the activity.



Packing away and checking after use are already on their list.



Preparation, use and care become stages of the same attention.

Voices from elsewhere



In the club notebook, an old card recalls another region.



The learner recognises a landscape unlike the one outside the window.



The mentor describes the joy of an exchange despite sometimes hesitant words.



On the globe, they look at the distance that separated the two stations.



A simple question had been enough to discover a shared interest.



The learner understands that friendship can begin across language differences.

Keep it simple to meet others



They rehearse a simple introduction face to face in the room.



The learner keeps the necessary identification and an easy-to-follow sentence.



The mentor suggests slowing down and leaving pauses.



They practise asking for repetition when a word is missed.



A sketch reminds them that listening well matters as much as speaking well.



The learner feels more comfortable without claiming to know every language.

Help becomes a memory



The mentor finds the card of someone who once helped him.



A piece of advice had made it possible to resume an activity that seemed blocked.



Then the news kept coming, long after the first problem.



The learner looks at their own help sheet with fresh attention.



He prepares a clean copy that can be shared at the club.



Help is more than a technical solution. It can open a friendship.

A place for the next learner



The learner remembers his arrival and all his questions.



With the mentor, he prepares a place for a future visitor.



The headphones and notebook will be easy to find and explain.



They choose a first listening exercise that leaves time to discover.



Above all, the learner promises to welcome questions without mockery.



The circle widens: someone who is learning can already welcome others.

Enjoying a rhythm



Preparation finally leaves a moment to play with their discoveries.



They listen to a short Morse rhythm prepared for the exercise.



The learner recognises some short sounds and some long ones.



The mentor compares their sketches of the rhythm with him.



They laugh kindly at the differences and listen again.



The pleasure of exploring already matters, even before knowing everything.

Try a different way



On the next attempt, the learner loses track of one passage.



This time, he no longer thinks he has failed at everything.



He suggests repeating a shorter part of the exercise.



The mentor welcomes his idea and lets him guide this new attempt.



The learner observes more carefully, compares and adjusts how he learns.



A small setback has become an invitation to try another way.

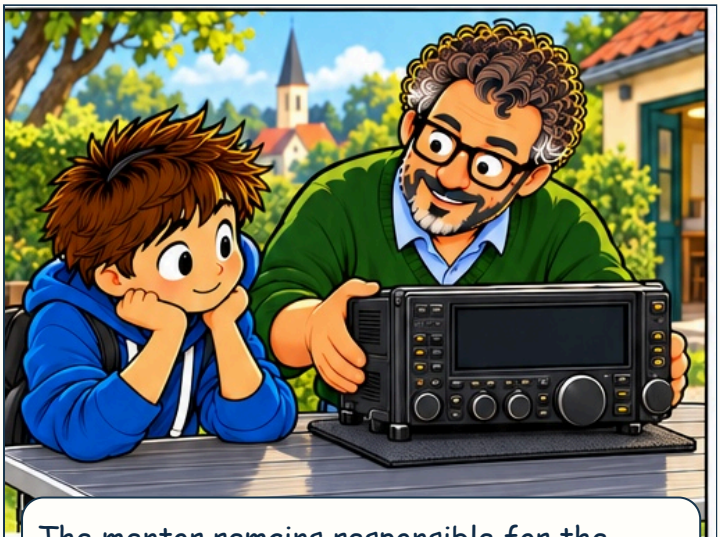
The activity takes shape



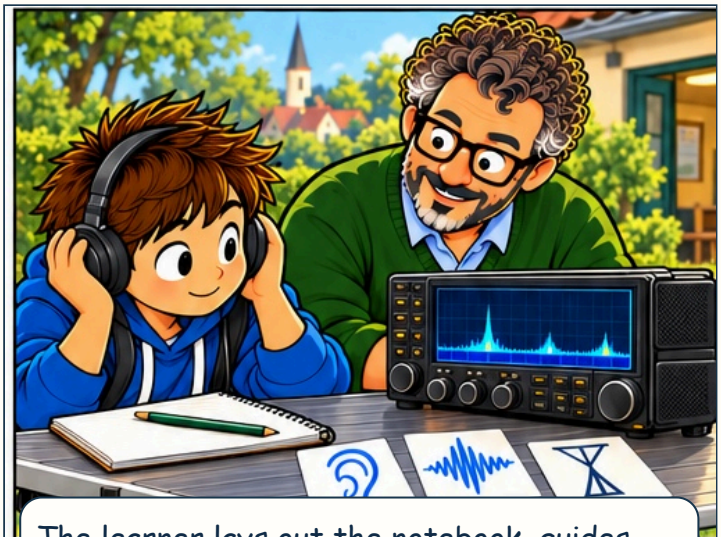
They reach the planned site with prepared equipment and agreed roles.



The stable table and clear walkways match their positions on the plan.



The mentor remains responsible for the technical tasks belonging to his role.



The learner lays out the notebook, guides and listening equipment.



Accessories stay tidy, and the bag for packing up stays within reach.

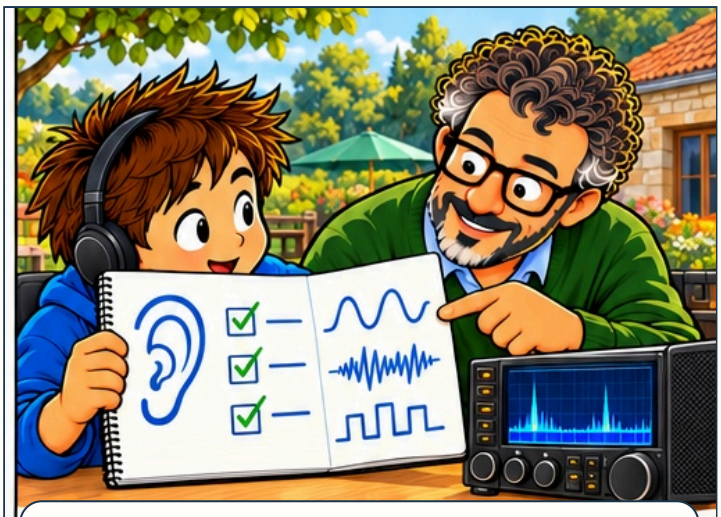


Preparation becomes a real activity, attentive to people and the place.

The notebook tells the journey



The learner opens the notebook and explains their preparation choices.



He shows listening, checks and room left for replies.



He also finds helping others, moderation and care of equipment.



Sketches of the clean site and contact cards complete his story.



The mentor listens as to someone who has really explored.



The principles have taken shape in their actions. The learner can now explain them.

A new opportunity



A voice appears in the receiver. The learner looks up.



His first instinct now is to listen to the rest of the exchange.



He finds the checks prepared for the activity and the agreed roles.



The call-planning sheet waits, with pauses and the necessary identification details.



The learner shares his observations with the mentor before the next step.



The wish to communicate is still there. It now comes with care and attention.

The adventure can begin



The station is ready for the next stage, within the framework checked together.



The learner looks at the notebook and sees all the questions that helped him progress.



Henri reminds him that there will always be something left to learn.



They keep their guides within reach and return to a moment of listening.



The first contact still awaits them. It will open the next adventure.



Listen, share, respect and enjoy: their radio story is only beginning.