



ASIAN YOUTH PROGRAM

This semester I joined Asian Youth Program (AYP), where I spend my Sundays mentoring a child who is exposed to domestic violence. These children are probably the most lovable and sweet kids you could ever meet, especially my mentee. Although my relationship with my mentee did not start off as smoothly as I would have hoped—she spent the first few weeks playing video games with her older brother, disregarding my attempts at forming a relationship—she has slowly grown to accept me. Throughout the semester we have done so much together from baking cookies to carving pumpkins. However, what I will remember the most are the small, simple actions—like slipping the last piece of chocolate into my hand or her big goodbye hugs where she would refuse to let go. That is what warms my heart and makes waking up every Sunday morning worthwhile.

~Jennifer Ong, CC 2012

AFTERHOURS TUTORING

Afterhours Tutoring pairs Columbia volunteers with children from Regent House, a nearby family shelter, who need extra homework help. The program also aims to develop personal relationships between the kids and the volunteers, which go beyond the usual student-tutor dynamic. In the past, volunteers have established and maintained significant relationships with the children because the children often crave the individual help and attention provided by Columbia volunteers. Volunteers put in a minimum of one hour, once a week on Mondays, Tuesdays, or Wednesdays. Afterhours Tutoring is a great way to give back to the community, as well as a rewarding and eye-opening experience for volunteers.

~Esther Nivasch, CC 2011

“By volunteering, I provide students with a little more support and attention; I help them learn and become more confident.”

~Kathryn Appleton, CC 2010

CLUB HIGHLIGHTS

These are some of the stories from our 25 programs.

ONE-TO-ONE TUTORING

I began to volunteer with the One-to-One Tutoring program this semester, and it has been the most rewarding volunteer experience of my life. I work in-depth with the same student each week, and I am thus able to develop a close personal relationship with my student. I am able to most efficiently help my student, as I have her strengths and weaknesses in our meetings over the past months. I also am able to see how much progress she has made in such a short period of time, which is such a rewarding feeling. Most importantly, I feel as if I have become more than her tutor; I have become her friend. From the Halloween candy she brought me one week to the discussions of topics as varied as circuses or crepes after our tutoring sessions, I feel that I am truly connected to someone who I have also been able to help.

~ Marie Kummerlowe, CC 2012

