

# MONTJUÏC CASTLE

EDUCATIONAL PROGRAM  
2025-2026



Barcelona 



Dear all,

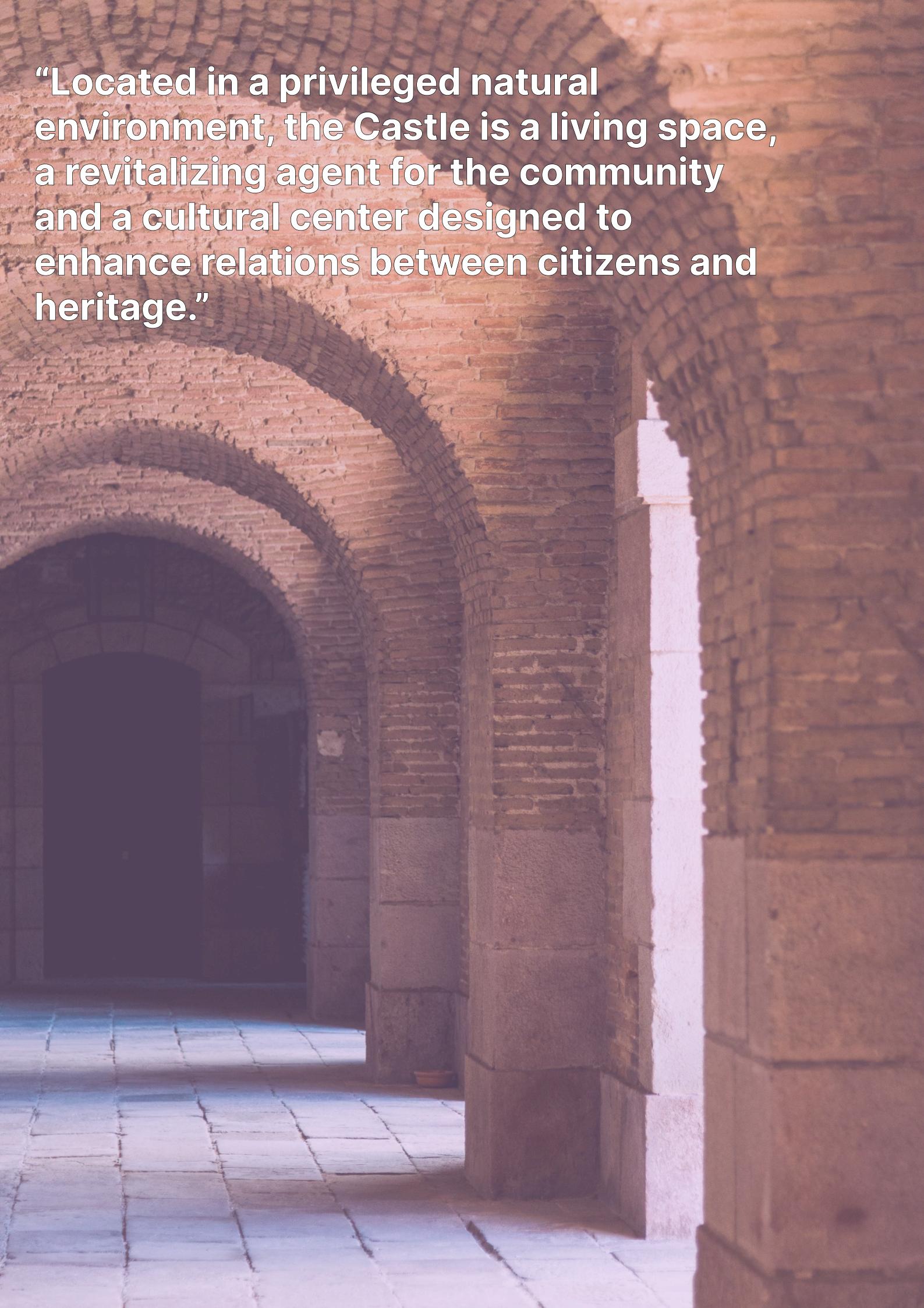
The Montjuïc Castle's educational program aims to bring the Castle closer to the entire community from a contemporary perspective with the intention of making this heritage site a key center for understanding the history of both the country and the city.

All our pedagogical proposals are assembled through the basic and specific competencies with special attention to the new education curriculum of the different educational stages:

- **Preschool:** key competencies, development and learning scenarios focused on emotional well-being, encouraging creativity and curiosity through play and autonomous experiences, all while taking into account inclusivity.
- **Primary education:** special attention to the six vectors such as the universality of the curriculum, the gender perspective, competence learning, the quality of language education, emotional well-being and the promotion of a democratic and global citizenship.
- **Secondary education:** a guiding, flexible, open and facilitating character with learning based on situations that aim to develop the youth's critical thinking and thus achieve a more just, democratic, cohesive and inclusive society.



**“Located in a privileged natural environment, the Castle is a living space, a revitalizing agent for the community and a cultural center designed to enhance relations between citizens and heritage.”**





## A CASTLE FOR THE CITIZENS

The Montjuïc Castle, located in a privileged natural environment, is a living space, a revitalizing agent for the community and a cultural center designed to enhance the dynamics between citizens and heritage.

An 18th century fortress that has borne witness to the history of the city over the last few centuries and that is currently growing as a reference for memory, culture and the arts.

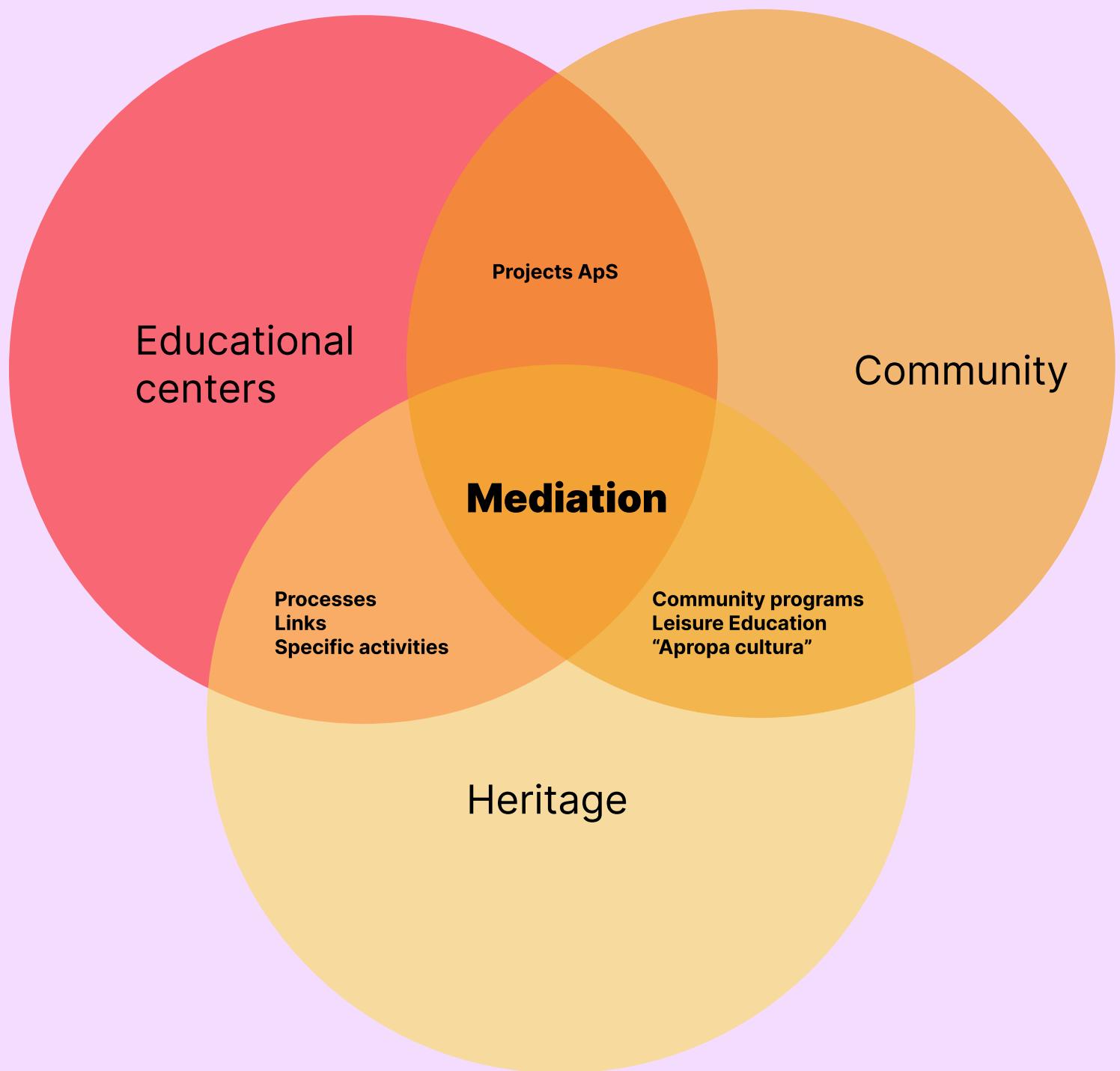
The Castle's educational department aims to become a link between heritage and citizenship, understanding museums as a tool to satisfy social needs and encourage community proposals in order to create learning synergies and new narratives with a critical and integrative spirit.

## OBJECTIVES OF THE EDUCATIONAL PROPOSAL

- Create meaningful learning opportunities through links and processes with schools.
- Generate spaces for dialogue to develop critical thinking in society as a whole.
- Awaken the community's interest in historical and cultural heritage.
- Create a participatory experience through interaction and dialogue.

# A CASTLE FOR ACTION AND ACTIVE PARTICIPATION

We understand heritage and culture as the backbone of a citizenship with a critical and democratic spirit. Through cultural mediation and community service we aim to coordinate the production of collective knowledge by citizens through interdisciplinary and transversal proposals and projects.



# MEDIATION

## EDUCATIONAL PROGRAM



# Processes and links with educational centers

## ► Training for teachers

We invite all teachers to acquaintance tours and training sessions in order to establish collaboration synergies between centers and be able to develop participatory actions with the community and the heritage. Or if you prefer we can come to your school to hold meetings to get to know each other and establish collaboration links to make heritage a pedagogical resource.

## ► Advice and support for centers

From the Montjuïc Castle's educational department we suggest a close relationship of support and advice to teachers and students during the creation processes of pedagogical and research projects. Our desire is to serve the educational and social community through heritage by offering resources and proposals that will allow us to create links and develop a community network.

## ► Open classrooms

An initiative to provide spaces in the Castle to educational centers for their own autonomous use. An opportunity to have two classrooms located in the parade ground for free to be able to carry out all kinds of projects with your students. A proposal in a unique environment such as the Montjuïc mountain, where you can take advantage of its potential as a park with all its biological and historical richness.



# Pedagogical projects

From the Montjuïc Castle we promote a series of projects in collaboration with schools, associations and organizations, generating learning and social transformation synergies. We want to strengthen the relationship between heritage and society by making the Castle an agent of citizen participation, providing support to the projects of teachers and students in their work and research process on heritage and its link with the present.

## What do we offer?

- ➥ Support for the faculty in the projects they carry out with their students, designing joint proposals.
- ➥ Availability of the equipment's resources for the students and the teachers.
- ➥ Guidance on the development of heritage research and investigation.

## We are currently working on the following educational projects:

- ➥ ApS projects: Young cultural mediators.
- ➥ Patrimoni Lab: The Montjuïc Castle: viewpoint of the city and history.
- ➥ Gresol Cultural.
- ➥ Independent links.



# PEDAGOGICAL PROJECTS



# ApS projects (Learning and service)

## Young cultural mediators

The Castle's proposal is to offer secondary schools the possibility to develop a **LEARNING-SERVICE PROJECT** linked to the Montjuïc Castle.

Give secondary school students the opportunity to become cultural mediators by preparing different activities: a dynamic visit, activities and workshops, artistic interventions, online dissemination, as well as hosting users of social entities such as day camps, associations, retirement homes and educational centers, among others.

### PROJECT OBJECTIVES:

- Students will learn to have a critical and personal perspective on history and heritage. They will be mediators of the Castle, performing a service to the community by disseminating heritage and historical memory.
- Learning communication skills, cultural mediation techniques, knowledge transmission and development of critical thinking with an inclusive vision from a diversity and gender perspective.
- Cross-learning from all curricular areas, where heritage and history are interrelated with the world.
- To reclaim the city's heritage through the understanding and dissemination of its history, connecting educational entities, heritage centers and social groups to revitalize culture and transform society.

# Patrimoni LAB. The Montjuïc Castle: viewpoint of the city and history

The project proposes an assignment about the Castle, the Montjuïc mountain and historical memory.

We will work on the evolution of the mountain and the historical narrative built around it, studying objects and spaces from the past with a transformative and pedagogical will. Students will use tools such as historical research and social debate, which will help them redefine the Castle space and give it meaning for the new generations.

Different key elements will be analyzed that will serve as windows into the past to learn what historical memory is and to be able to approach how different historical narratives (constructed from different subjectivities) affect the understanding of the past.

## ► PROJECT OBJECTIVES

Bring the Castle closer to the younger population through the discovery of our heritage in a different way, while learning the value of historical memory and how it helps us build a critical and reflective opinion of the world around us.

## ► FINAL PRODUCT PROPOSAL

Presentation of the projects and proposals made by students to redefine and revalue the Castle and the Montjuïc mountain. This exhibition can be held at the Castle or at school.

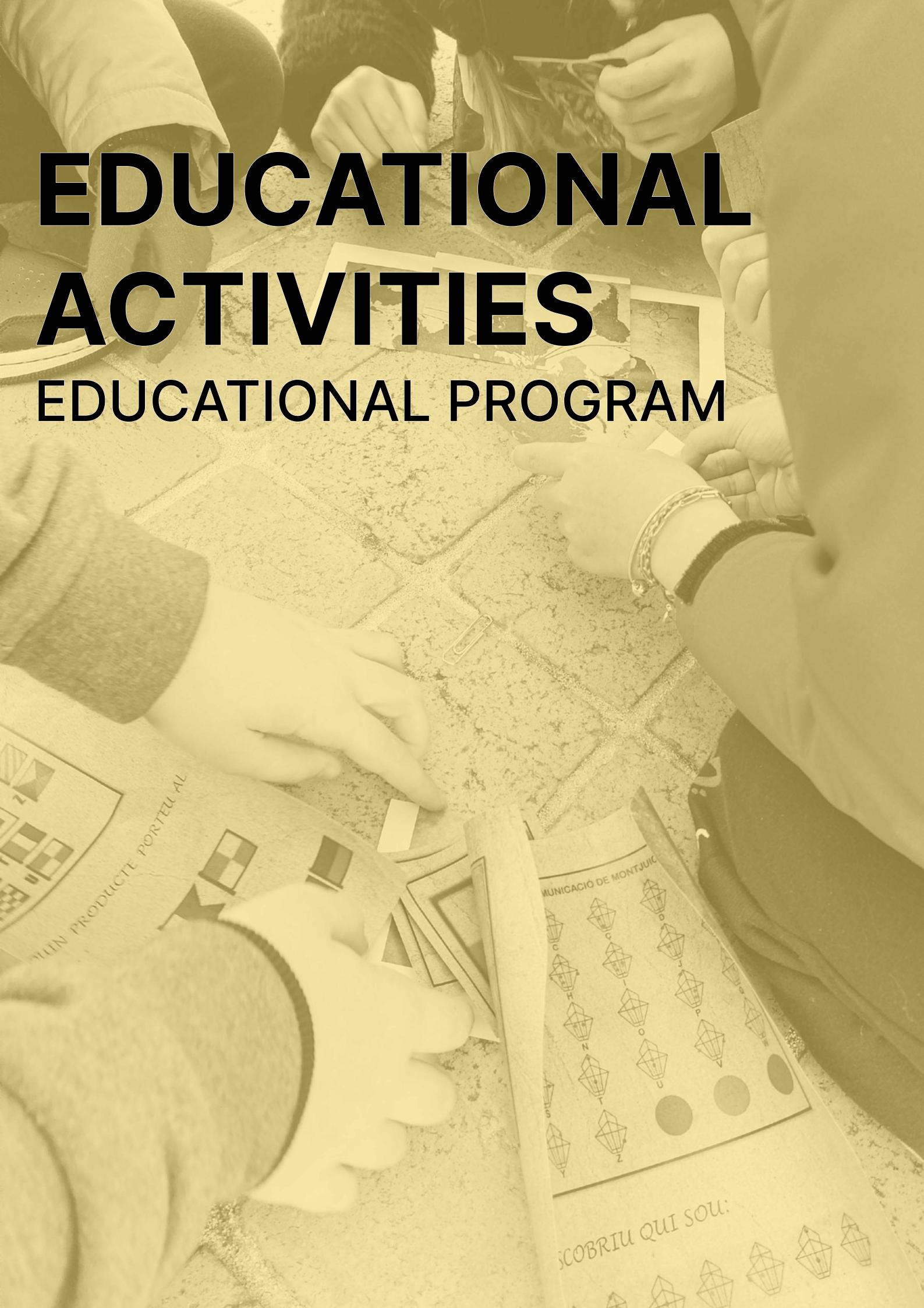
## ► CURRICULAR COMPETENCIES

Throughout the project we will work on different competencies from the social field such as: the historical, cultural, artistic and civic dimension, as well as other values.

The goal of this project from the Institute of Culture of Barcelona (ICUB) and the Barcelona Education Consortium is to bring students from educational centers closer to the collections and heritage elements of the city's museums and cultural facilities.

# EDUCATIONAL ACTIVITIES

## EDUCATIONAL PROGRAM



## 1. PRESCHOOL AND INITIAL CYCLE OF PRIMARY EDUCATION

- ➥ A Castle to explore

## 2. INTERMEDIATE AND UPPER CYCLE OF PRIMARY EDUCATION

- ➥ Let's discover the Castle
- ➥ From stones to stars
- ➥ Secret messages: maps, codes and graffiti

## 3. COMPULSORY SECONDARY EDUCATION

- ➥ Let's discover the Castle
- ➥ The voices of the past
- ➥ Repression, attack and defense: From the Montjuïc trial to the Civil War (1895-1939)

## 4. BACCALAUREATE AND VOCATIONAL TRAINING

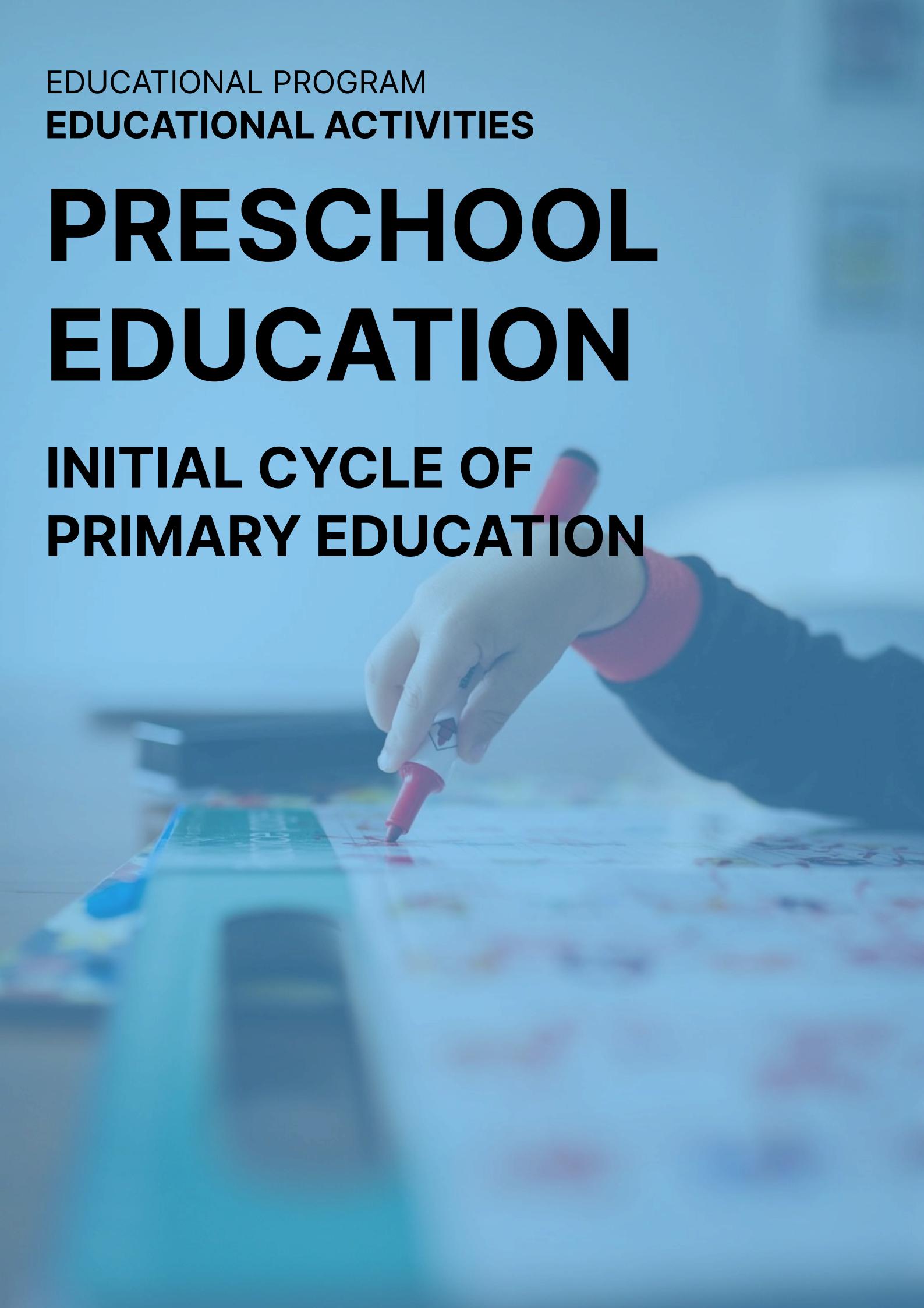
- ➥ The Castle in P.A.U. mode
- ➥ Let's discover the Castle
- ➥ The voices of the past
- ➥ Repression, attack and defense: From the Montjuïc trial to the Civil War (1895-1939)

EDUCATIONAL ACTIVITIES	PRESCHOOL	PRIMARY			SECONDARY 1er CYCLE	BACCALAUREATE AND VOCATIONAL TRAINING
		INITIAL	MEDIUM	SUPERIOR		
Guided tour "Let's discover the Castle"			➥	➥	➥	➥
A Castle to explore	➥	➥				
From stones to stars	➥	➥				
Secret messages: maps, codes and graffiti		➥	➥			
The voices of the past			➥	➥	➥	➥
The Castle in P.A.U. mode					➥	➥
Repression, attack and defense: From the Montjuïc trial to the Civil War (1895-1939)			➥	➥	➥	➥
EDUCATIONAL PROJECTS						
ApS projects (Learning and service)			➥	➥		
Patrimoni Lab			➥	➥	➥	
Gresol cultural	➥	➥	➥	➥	➥	➥

EDUCATIONAL PROGRAM  
**EDUCATIONAL ACTIVITIES**

# **PRESCHOOL EDUCATION**

**INITIAL CYCLE OF  
PRIMARY EDUCATION**



# A Castle to explore

## GAMIFIED VISIT



1 h30



During the tour game dynamics will be carried out to ensure an enjoyable learning experience

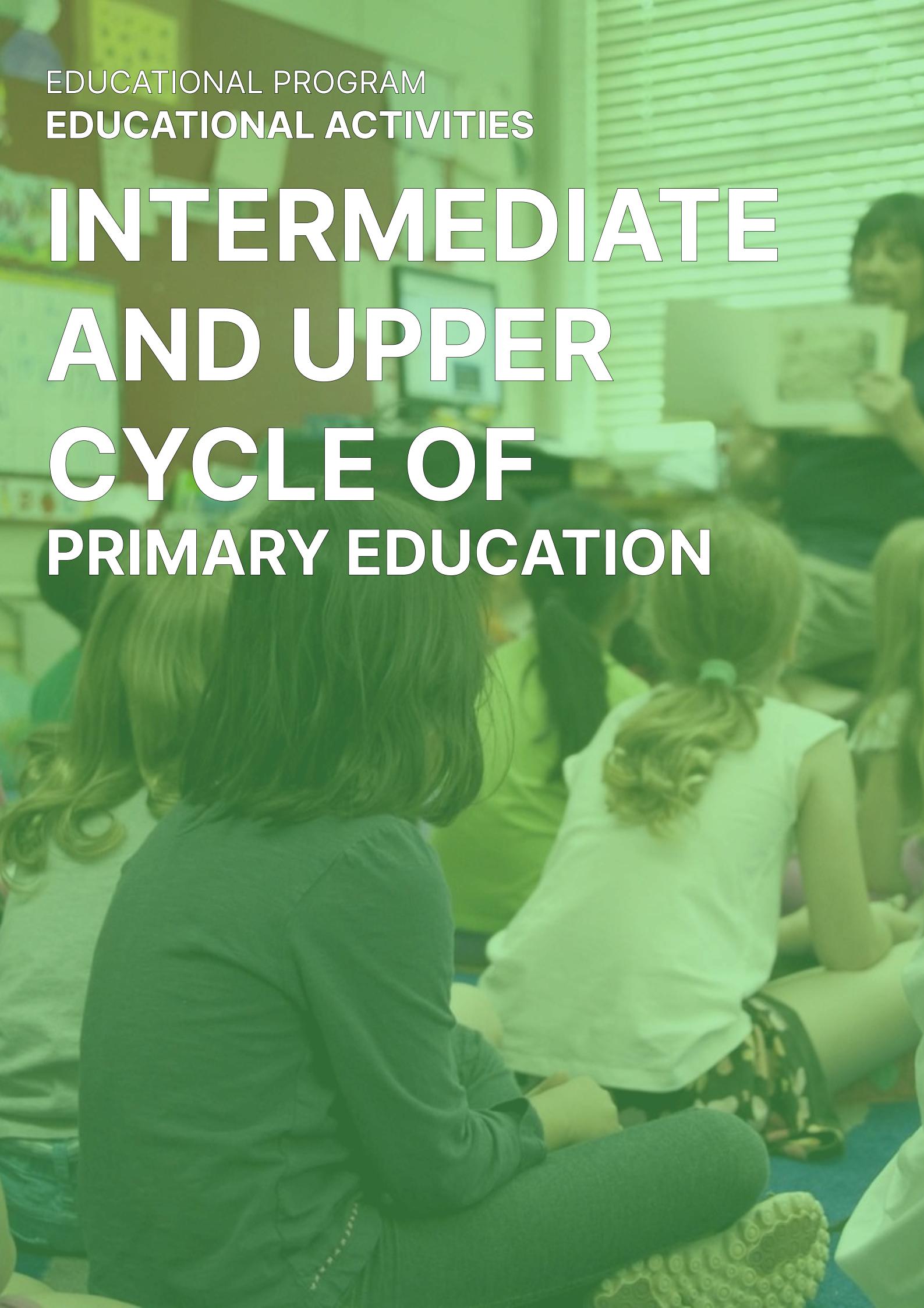
## DESCRIPTION

Through a journey of exploration and new spaces such as the Castle, students will discover the fortress and its parts in a playful manner and will also learn about the importance of Montjuïc's natural environment.

## CONTENTS

- Discovery of the Castle
- Experimenting with the environment
- The Castle as a point of observation of the environment

Specific skills	Learning objectives
Enhance the body's knowledge and control, movement and coordination.	<ul style="list-style-type: none"> <li>• Manual experimenting</li> <li>• Acquire new motor skills</li> </ul>
Be aware of the influence of space and time.	<ul style="list-style-type: none"> <li>• The concept of the passage of time: introducing notions of time, the Castle of the past and the present</li> <li>• Basic spatial notions</li> </ul>
Explore and recognize natural elements and phenomena, introduce habits of environmental sustainability and conservation.	<ul style="list-style-type: none"> <li>• Care, appreciation and respect for the Castle's and the mountain's environment</li> <li>• Observation and exploration of the different spaces of the fortress</li> </ul>

A classroom scene with children sitting on the floor, viewed from behind, looking at a presentation.

EDUCATIONAL PROGRAM  
EDUCATIONAL ACTIVITIES

# INTERMEDIATE AND UPPER CYCLE OF PRIMARY EDUCATION

# Let's discover the Castle

## GAMIFIED VISIT



1 h30.

## DESCRIPTION

A dynamic visit with the help of a clue game where students are invited to approach the Montjuïc Castle through observation and reflection. An activity that will allow them to discover the importance of the Castle and its surroundings, as well as its history and architecture.

## CONTENTS

- The architecture of the Castle and its history over time.
- Science and technology of the past.
- The surroundings of the Castle.

Specific skills	Learning objectives
Question the historic events that occurred in the Castle, reflecting on their role in our city to interpret, respond and predict future ethical and socially sustainable actions.	<ul style="list-style-type: none"> <li>• Learn about the historic events that involve the Castle from the Middle Ages to the Modern Era, creating group dynamics that will help complete the discourse through critical thinking.</li> </ul>
Acknowledge the value of the cultural and natural heritage and take action for a responsible use, its conservation and improvement.	<ul style="list-style-type: none"> <li>• Observe the environment and understand how human decisions and actions have affected Montjuïc throughout history.</li> </ul>
Actively participate in the facility at the citizens' disposal.	<ul style="list-style-type: none"> <li>• Value the surroundings of the Castle and the mountain.</li> <li>• Create a collective awareness about the importance of citizen involvement for environmental preservation and sustainability.</li> </ul>

# From stones to stars

## VISIT + WORKSHOP



2h.


**Workshop:** Building a star viewer

## DESCRIPTION

The activity proposes a journey into the past to learn about the role of nature in history; how stones or stars have helped humans build their world. The objective is to instill the value of the environment in students and introduce concepts of ecosystem and natural resources while generating empathy and connection with nature.

## CONTENTS

- The quarries of Montjuïc, a resource for the construction of the Castle and the city.
- The mountain's natural environment and its role in history.
- Astronomy and the science of calculating time and space.

Specific skills	Learning objectives
Reasoning and observation about the impact of human action on the environment, as well as the contribution of responsible and sustainable solutions.	<ul style="list-style-type: none"> <li>• Discover the importance of the natural environment and how it influences human activity.</li> <li>• Reflect on the concept of sustainability.</li> <li>• Promote creative capacity and group collaboration in the search for technological solutions.</li> </ul>
Analyze the different elements of the natural and cultural environment to identify their relationship, valuing our heritage.	<ul style="list-style-type: none"> <li>• Understand the importance of preserving cultural heritage and its environment.</li> <li>• Encourage critical thinking about the preservation of cultural and natural spaces.</li> </ul>
Detection and understanding of sociocultural changes that allow us to comprehend both the present and the future.	<ul style="list-style-type: none"> <li>• Properly understand the timeline and how it affects social, political, economic and natural development.</li> </ul>

# Secret messages: maps, codes and graffiti

## DYNAMIC VISIT



2h.

## DESCRIPTION

Discovery of the different communication and location systems throughout history and their importance in a time without satellites and current technology. Students will learn to locate and navigate using ancient maps while discovering the importance of message encryption in times of conflict.

## CONTENTS

- Maps and plans, the value of information.
- Everyday life: letters, newspapers and graffiti.
- Optical telegraphy and cryptography.

Specific skills	Learning objectives
Competency-based learning that allows students to develop their abilities.	<ul style="list-style-type: none"> <li>• Interpret historical contexts from different points of view, from the individual to the group.</li> <li>• Understand and solve challenges and problems while developing the different capabilities of students.</li> </ul>
Democratic citizenship and global awareness.	<ul style="list-style-type: none"> <li>• Learn in community.</li> <li>• Arouse curiosity about the environment.</li> <li>• Create awareness about the importance of different realities and how they affect the community as a whole.</li> </ul>
Relationships and social health.	<ul style="list-style-type: none"> <li>• Strengthen students' awareness of the importance of their individual abilities with initiatives that promote their emotional well-being.</li> </ul>

EDUCATIONAL PROGRAM  
EDUCATIONAL ACTIVITIES

# COMPULSORY SECONDARY EDUCATION



# Let's discover the Castle

## GAMIFIED VISIT



1 h30

## DESCRIPTION

The visit proposes an approach to the Montjuïc Castle and its stories through dialogue and exchange of ideas based on the students' interests, promoting the group's attention, critical thinking and historical reflection.

## CONTENTS

- Architecture: from watchtower to 18th century military fortress.
- Historical and social conflicts: from the Reapers to the Civil War.
- Science and technology of the past.

Specific skills	Learning objectives
<p>Critically analyze the mechanisms that have regulated the life of societies and reflect on the different historical events and how they have affected their evolution through primary and secondary sources.</p>	<ul style="list-style-type: none"> <li>• Participate respectfully, reflecting from a critical perspective.</li> <li>• Be able to respond to and predict future ethical and social actions.</li> <li>• Know the importance of primary sources and how to interpret and use them.</li> </ul>
<p>Identify the foundations that support personal and collective identities from an intercultural and egalitarian perspective to guarantee the overcoming of stereotypes.</p>	<ul style="list-style-type: none"> <li>• Value and respect feelings of belonging as well as their historical and cultural manifestations and how these have influenced the course of history.</li> <li>• Generate rejection of any form of discrimination and violence.</li> <li>• Analyze ways of life and social facts and phenomena (past and present) from a gender perspective.</li> </ul>
<p>Recognize the heritage value and the political, social and economic consequences of human action in it.</p>	<ul style="list-style-type: none"> <li>• Undertake actions for the responsible use of cultural spaces that guarantee their conservation and maintenance.</li> <li>• Create a collective awareness of the importance of citizen involvement in environmental preservation and sustainability.</li> </ul>

# The voices of the past

## GAMIFIED VISIT



2h.



Scavenger hunt through different spaces of the Castle while deciphering codes and secret messages.

## DESCRIPTION

Gamified tour where students will maintain a dialogue with the Castle's surroundings, discovering the historical facts, symbols and narratives built over time through the voices of the different people who were part of its history.

## CONTENTS

- Architecture: from watchtower to 18th century military fortress.
- Political and social conflicts: from the Reapers to the Civil War.
- The Castle as a space of political repression and imprisonment.

Specific skills	Learning objectives
<p>Get to know different characters relevant to the history of the Castle to be able to interpret the problems of the current world as well as the processes of shaping current societies.</p>	<ul style="list-style-type: none"> <li>• Reflect on the role of women in the past and compare it with the present.</li> <li>• Delve into the development of human rights.</li> <li>• Analyze the different perspectives to be able to form personal well-founded criteria.</li> </ul>
<p>Guarantee the overcoming of stereotypes through the identification of the different foundations that support the different identities.</p>	<ul style="list-style-type: none"> <li>• Overcome the idea of stereotypes and reject any form of discrimination.</li> <li>• Analyze the different social phenomena through a gender perspective.</li> </ul>
<p>Recognize the heritage value and the political, social and economic consequences of human action in it.</p>	<ul style="list-style-type: none"> <li>• Undertake actions for the responsible use of cultural spaces that guarantee their conservation and maintenance.</li> <li>• Create a collective awareness of the importance of citizen involvement in environmental preservation and sustainability.</li> </ul>

# Repression, attack and defense: From the Montjuïc trial to the Civil War (1895-1939)

## GUIDED TOUR



3h (aprox.)



- Visit of the **Castle**.  
Duration: 1h (approx.)
- The descent to the Refuge is done on foot with the accompaniment of an educator.
- Visit of **Refuge 307**.  
Duration: 1h (approx.)

## DESCRIPTION

Combined visit to the Montjuïc Castle and Refuge 307. The visit will begin at the Montjuïc Castle to learn about its role in Barcelona from the late 19th century until the end of the Civil War. In the second part of the activity students will visit Refuge 307, a space built by the residents of Poble Sec, where they will delve into the effects of the bombings and the response of the population and institutions to deal with the new aerial terror.

## CONTENTS

- The Castle as a fortress.
- Barcelona's conflicts in the 19th and 20th centuries.
- Labour movement.
- The Civil War and the citizen response.

Specific skills	Learning objectives
Deal with information that allows students to interpret the present and the past, the changes and continuities of historical processes. Get to know different characters relevant to the history of the Castle.	<ul style="list-style-type: none"> <li>• Critical analysis of historical events and transformation of reflections into knowledge.</li> <li>• Reflection on current and past problems, on future proposals for peace and social well-being and the processes of shaping societies.</li> </ul>
Interpret the processes that have shaped today's societies. Identify the foundations that support personal and collective identities while respecting feelings of belonging.	<ul style="list-style-type: none"> <li>• Analysis of different perspectives and views to form one's own well-founded criteria and commit to the defense of human rights.</li> <li>• Valuation of material and intangible heritage to contribute to social cohesion and the values of a responsible and supportive citizenship.</li> </ul>
Analyze ways of life and social facts and phenomena (past and present) from a gender perspective.	<ul style="list-style-type: none"> <li>• In-depth understanding of the human rights, analyzing different social phenomena with a gender perspective for equal opportunities with shared responsibility.</li> <li>• Analysis of different perspectives to be able to form one's own well-founded criteria, promoting active, responsible and involved citizenship.</li> </ul>

EDUCATIONAL PROGRAM  
EDUCATIONAL ACTIVITIES

# BACCALAUREATE AND VOCATIONAL TRAINING



# The Castle in terms of P.A.U.

## VISIT SELECTIVITY ITINERARY



1 h30

### DESCRIPTION

A historical tour focused on the curriculum content for university entrance exams (P.A.U.) through a two-way dialogue, promoting critical thinking and historical analysis, working on the content with a cross-cutting approach to understand the importance of the castle in the history of the city.

### CONTENTS

- Architectural evolution of the castle: From lighthouse to military fortress after the War of Succession.
- 19th century: From the liberal revolution to the Restoration. Industrialization and the labor movement.
- Second Republic and Civil War.
- Postwar period and Francoism: Repression and political propaganda.

Specific skills	Learning objectives
<p>Critically analyze the mechanisms that have regulated the life of societies throughout history and the construction of democratic systems.</p> <p>Process information that allows us to interpret the present and the past, the changes and continuities of historical processes.</p>	<ul style="list-style-type: none"> <li>• Reflection on current and past issues, on future proposals for peace and social welfare, and on the processes of shaping today's societies.</li> <li>• Critical analysis of historical events and transformation of reflections into knowledge.</li> <li>• Conocer las diferentes voces de una fortaleza militar, mostrando empatía y respeto.</li> </ul>
<p>Critically analyze the causes and consequences of human intervention in the environment, integrating social, economic, and cultural aspects.</p>	<ul style="list-style-type: none"> <li>• Recognize the value of heritage as an educational resource that contributes to social cohesion and the values of responsible and supportive citizenship.</li> <li>• Analysis of perspectives to form one's own informed opinion and commit to the defense of human rights, freedom, and equality.</li> </ul>
<p>Analyze ways of life, social phenomena, and historical events, past and present, from a gender perspective.</p>	<ul style="list-style-type: none"> <li>• Analysis of diverse perspectives in order to form one's own criteria, promoting active, responsible, and involved citizenship.</li> <li>• Delve deeper into human rights, analyzing different social phenomena from a gender perspective to promote equal opportunities with shared responsibility.</li> </ul>

# The voices of the past

## GAMIFIED VISIT



2h.



Scavenger hunt through different spaces of the Castle while deciphering codes and secret messages.

## DESCRIPTION

Gamified tour where students will maintain a dialogue with the Castle's surroundings, discovering the historical facts, symbols and narratives built over time through the voices of the different people who were part of its history.

## CONTENTS

- Architecture: from watchtower to 18th century military fortress.
- Political and social conflicts: from the Reapers to the Civil War.
- History of the city of Barcelona
- The Castle as a space of political repression and imprisonment.

Specific skills	Learning objectives
<p>Get to know different characters relevant to the history of the Castle to be able to interpret the problems of the current world as well as the processes of shaping current societies.</p>	<ul style="list-style-type: none"> <li>• Reflect on the role of women in the past and compare it with the present.</li> <li>• Delve into the development of human rights.</li> <li>• Analyze the different perspectives to be able to form personal well-founded criteria.</li> </ul>
<p>Guarantee the overcoming of stereotypes through the identification of the different foundations that support the different identities.</p>	<ul style="list-style-type: none"> <li>• Overcome the idea of stereotypes and reject any form of discrimination.</li> <li>• Analyze the different social phenomena through a gender perspective.</li> </ul>
<p>Recognize the heritage value and the political, social and economic consequences of human action in it.</p>	<ul style="list-style-type: none"> <li>• Undertake actions for the responsible use of cultural spaces that guarantee their conservation and maintenance.</li> <li>• Create a collective awareness of the importance of citizen involvement in environmental preservation and sustainability.</li> </ul>

# Let's discover the Castle

## GAMIFIED VISIT



1 h30.

## DESCRIPTION

The visit proposes an approach to the Montjuïc Castle and its stories through dialogue and exchange of ideas based on the students' interests, promoting the group's attention, critical thinking and historical reflection.

## CONTENTS

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- Historical and social conflicts: from the Reapers to the Civil War.
- Science and technology of the past.

Specific skills	Learning objectives
<p>Critically analyze the mechanisms that have regulated the life of societies and reflect on the different historical events and how they have affected their evolution through primary and secondary sources.</p>	<ul style="list-style-type: none"> <li>• Participate respectfully, reflecting from a critical perspective.</li> <li>• Be able to respond to and predict future ethical and social actions.</li> <li>• Know the importance of primary sources and how to interpret and use them.</li> </ul>
<p>Identify the foundations that support personal and collective identities from an intercultural and egalitarian perspective to guarantee the overcoming of stereotypes.</p>	<ul style="list-style-type: none"> <li>• Value and respect feelings of belonging as well as their historical and cultural manifestations and how these have influenced the course of history.</li> <li>• Generate rejection of any form of discrimination and violence.</li> <li>• Analyze ways of life and social facts and phenomena (past and present) from a gender perspective.</li> </ul>
<p>Recognize the heritage value and the political, social and economic consequences of human action in it.</p>	<ul style="list-style-type: none"> <li>• Undertake actions for the responsible use of cultural spaces that guarantee their conservation and maintenance.</li> <li>• Create a collective awareness of the importance of citizen involvement in environmental preservation and sustainability.</li> </ul>

# Repression, attack and defense: From the Montjuïc trial to the Civil War (1895-1939)

## GUIDED TOUR



3h.

- Visit of the **Castle**. Duration: 1h (approx.)
- The descent to the Refuge is done on foot with the accompaniment of an educator.
- Visit of **Refuge 307**. Duration: 1h (approx.)



## DESCRIPTION

Combined visit to the Montjuïc Castle and Refuge 307. The visit will begin at the Montjuïc Castle to learn about its role in Barcelona from the late 19th century until the end of the Civil War. In the second part of the activity students will visit Refuge 307, a space built by the residents of Poble Sec, where they will delve into the effects of the bombings and the response of the population and institutions to deal with the new aerial terror.

## CONTENTS

- The Castle as a fortress.
- Barcelona's conflicts in the 19th and 20th centuries.
- Labour movement.
- The Civil War and the citizen response.

Specific skills	Learning objectives
Deal with information that allows students to interpret the present and the past, the changes and continuities of historical processes. Get to know different characters relevant to the history of the Castle.	<ul style="list-style-type: none"> <li>• Critical analysis of historical events and transformation of reflections into knowledge.</li> <li>• Reflection on current and past problems, on future proposals for peace and social well-being and the processes of shaping societies.</li> </ul>
Interpret the processes that have shaped today's societies. Identify the foundations that support personal and collective identities while respecting feelings of belonging.	<ul style="list-style-type: none"> <li>• Analysis of different perspectives and views to form one's own well-founded criteria and commit to the defense of human rights.</li> <li>• Valuation of material and intangible heritage to contribute to social cohesion and the values of a responsible and supportive citizenship.</li> </ul>
Analyze ways of life and social facts and phenomena (past and present) from a gender perspective.	<ul style="list-style-type: none"> <li>• In-depth understanding of the human rights, analyzing different social phenomena with a gender perspective for equal opportunities with shared responsibility.</li> <li>• Analysis of different perspectives to be able to form one's own well-founded criteria, promoting active, responsible and involved citizenship.</li> </ul>

# Practical information

## CONTACT

Monday to Friday from 9 a.m. to 4:30 p.m.

[mediaciocastell@bcn.cat](mailto:mediaciocastell@bcn.cat)

[reservescastell@bcn.cat](mailto:reservescastell@bcn.cat)

Phone: 932 564 440

Web: [castelldemontjuic.barcelona](http://castelldemontjuic.barcelona)

## HOW TO GET HERE

Carretera de Montjuïc, 66

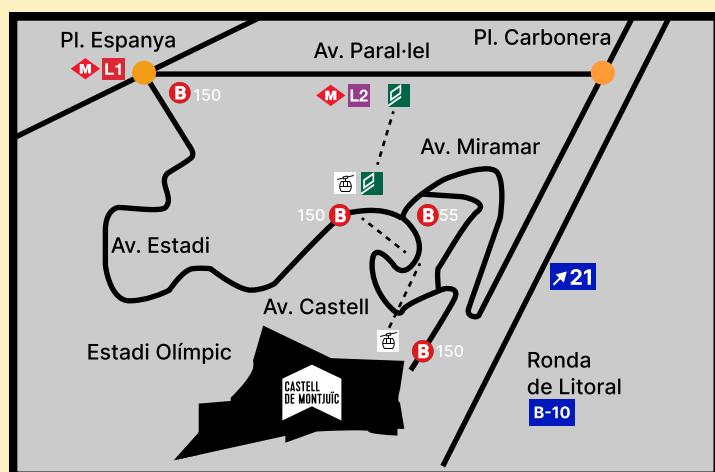
08038 Barcelona

Bus line 150, stop "Castell"

Coach parking: Tarongers Street.

## Montjuïc Cable Car:

- €3 per student (round trip)
- Free for centers carrying out long-term projects.
- Reservations at [holabarcelona@tmb.cat](mailto:holabarcelona@tmb.cat)



## OTHER SERVICES

- Green areas for picnics.
- Covered areas and classrooms available in case of rain.
- All activities can be adapted to English, Spanish, and Sign Language (please inquire in advance).
- All activities can be adapted for people with disabilities.

## PRICES

Dynamic/gamified tour: **€50–€80**

Combined visit Castell – Refuge 307: **€120**

## THE DAY OF THE VISIT

- Access to the building is via the entrance bridge to the castle.
- The group must arrive at least 15 minutes before the start of the activity.
- Lack of punctuality may affect the duration of the activity.
- It is recommended to bring water and comfortable shoes.

## Before the visit

Would you like to talk to us before your visit to answer any questions?

Do you have a project proposal you would like to develop at the castle?

**Don't hesitate to contact us and let's start working together!**

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