Supplement 3

Table 1. Facilitation script for trainers.

Sessions	Activity	Duration	Materials	Observations
1.a. Introduction to the IPCC's climate risk framework	Present the IPCC and its climate risk framework	10 min	Slideshow presentation	None
1.b. Interactive exercise	A flood impact case is drawn on the blackboard and participants must answer questions about the components of climate risk	10 min	Blackboard	Ensure that the participants understand the drawing
2.a. Introduction to the PBL exercise	Introduce the whole session and the expected results. Each group must select one person to moderate and another to control de time.	5 min	None	Ensure that the group understand the exercise and that each participant has a role.
2.b. Associate socioeconomic, biophysical, and climate data with the climate risk components	The first task is to classify the information received as: i) climate hazard, ii) exposure iii) sensitivity, or iv) adaptive capacity. The goal is that the participants learn to interpret the information received and distinguish it between the elements consisting the climate risk framework.	15 min	Set of maps	It is important to ensure that the groups correctly interpret the maps received (i.e., theme and caption) and how the information is associated with the context of the case study. At the end, they have to justify and document the definition.
3. Map climate risk and classify risk zones	Once the maps are classified, participants must identify the areas with significant climate risk. Groups are free to propose different risk ratings (e.g., low, medium or	20 min	blank map of Brazil	It is recommended that participants use coloured pens to illustrate, for example, different classes of risk. They

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	high). Each group receives a blank map of Brazil with which the participants must illustrate the areas at risk.			have to justify and document the scales and definitions.
4. Assess adaptation options	Participants should discuss which factors affect the level of risk at most and, based on them, what actions can be proposed to the government to reduce the risk.	20 min	None	Participants have to focus on the maps received (e.g., delimiting areas of occupation).
5. Communicate via presentation	Groups should start the presentation by showing first the classification of the information received and the reasons for such classification. Soon after, the group presents the climate risk map and the criteria adopted for the definition of risk areas. In the end, the group proposes risk reduction measures and what extra information could be useful.	30 min	None	If the tutor perceives inconsistencies in the risk classification (e.g., hazard rather than adaptation capacity), it is important to ask questions that lead participants to reflect on the classification adopted by them.