

**How does our early stages of development and learning differences influence
the choices we make as adults?**

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Summary

This investigation will explore how the choices that are made as adults are influenced and informed by early stages of development and learning differences. In depth research will be conducted into the significance of semiotics and how this plays a key role in the way in which we perceive the world around us. Furthermore, psychological and physical needs will be discussed; the physiological and psychological impact of needs will further be explored. Finally, how peer judgment can often affect what we desire, our social needs to feel belonging and a purpose within the world.

Introduction

This essay will explore how our understanding of the world around us is impacted and influenced by our early stages of development. Questioning how the psychological state of mind is formed from this foundation of development and in turn effecting the decisions we make and our outlook in the future. The essay itself is structured as a timeline; first outlining how we understand the world around us through early stages of development, how we are raised, and the situations people are exposed to as children. This will later in life affect the way we process 'things', items, objects and situations. There will also be associations in how learning differences and beliefs can affect the way in which we understand the world around us.

Furthermore, through the exploration of the theories of needs, which includes what we actually need to survive vs what we desire, and the pressurisation by other factors into making purchases and how these factors affect us at a psychological level. A key theme within this essay is the psychology of advertising, shopping and how this affects the choices a consumer makes. This inquiry will also use a case study, which explores how the colour of a product and geographical location can impact the choices made through purchases, therefore questioning the relationship between ourselves and what we buy. The underlying theme of this essay explores representation of the world through advertising and the impact this has on purchasing decisions, and also discusses the different factors which impact decisions negatively.

Chapter 1: Why do we read things the way we do?

To understand what seeing is and how the world is seen, this investigation will discuss how interpretation is influenced by other factors, the characteristics that make up what we are looking at and what our responses to these are. Berger states that “[s]eeing comes before words” (1999, p.7), in most cases people visualise what is in front before a verbal response is created and children recognize what the object is before they react. This can come from several different factors, what shape is the item; the size, what colour and location all influence an individual’s interpretation. Our brains must make the connection between what the item is, what it could be or mean to then produce a verbal reaction. The physical attributes will impact how the reactions take place.

The way we see the world can be clouded by many factors; beliefs can impact how we see. Beliefs come in many different practices one of the most common is religion, but it can also come in much simpler form such as the belief in repetitive actions will have a cause and effect. If two people look at the exact same visual, they can have completely different understandings and responses to it (Berger, p.7-8) as one man’s positive context of belief and other man’s negative understanding can have completely different outcomes. This is because two people will never have the exact same belief system. This interpretive understanding is relevant to semiotics.

Semiotics is the term used to define the interpretation and use of signs and symbols. It is a direct link to the response we have when reading different types of information

to gain meaning. Signs themselves are organised into a system, which convey the context used within; 'things' that to be recognised as a sign in other for it to be identified as 'something' that needs meaning. Within semiotics it is often presumed that signs are only physical forms, seen in front of us, but that is not the case, signs also come within the form of words, sounds and lastly body language (Chandler, 2007, p. 1-2), this highlights the key importance that semiotics has on how we understand what is happening around us.

There are two main theorists that are seen as the founders of semiotics, these are Ferdinand de Saussure and Charles Sanders Pierce. Although these theorists researched semiotics, they both worked independently on their own theories, but shared an important key element 'signs'. Signs are used within both theories foundational knowledge. Saussure's studies were directly investigated linguistics, which meant his were based around the signs within language, thus believing that language is structured from small sets of units which are called phonemes. He investigated the importance between 'things' and the names given to them, because in order to have a sign you need a signified. The signified could be a product and the signifier is the name in which the product has been labelled (Crow, 2003, p.16-19). His theories imply that signs are language and sound based, also the signifier and signified are psychological, concentrating on the way we say and hear words around us. Growing up children are told what the names are given to different items/ objects, which is why as adults we identify them in years to come.

Pierce in contrast, worked more directly with the physical signs, these being the physical form, which we can see around us. His theory concentrates on what we can physically see in front of us and discusses how although each person sees the same forms, they have interpreted it in different ways. To support this Crow (2003) states that

A sign is something which stands to somebody for something in some respect or capacity. It addresses somebody, that is, creates in the mind of that person an equivalent sign, or perhaps a more developed sign. The sign which it creates I call the interpretant of the first sign. The sign stands for something, its object. (Crow, 2003, p.25)

This statement portrays that the reading of signs is a very personal matter, although our contextual thoughts and opinions are influenced by others, we ourselves can have the final decision of how they are seen in our minds? Like Saussure's theory it links to a psychological understanding in terms of our judgement of signs and in turn becomes a psychological state of mind (Chandler, 2007). At its core semiotics is based around human psychology, as children we are raised to believe that certain words are a sign to different forms, we do not question why because these are the 'things' we have been taught throughout our lifetimes.

Why do we use colour as signs to symbolise meaning?

Colour can create a mood and feelings within the individual, when in the presence of these colours. We very often read colour to have particular meanings. From a young age we create links and that colour has symbolic meaning. As a child we use colour to reflect our moods, creating symbols that specific colours mean a different emotion (Devine, 2014) for example, red is labelled the colour of anger, blue sadness and green jealousy. A prime example of this teaching of colour linkage

and emotion can be seen in the children film *Inside Out* (2015). The film is based around a 11-year-old child named Riley going through a lot of changes in her life, the film captures the different emotions that the child experiences by way of a series of different stressful events. The key elements are the 5 characters or emotions that you see living inside Riley's brain, each one is named after an emotion and is assigned a colour that represents that feeling. Although primarily a children's film, this film visually demonstrates the depth of psychology within the child's perspective and is insightful as to how emotions are processed and used to create core memories. The film also illustrates how colour can symbolise emotions.



Fig. 1: 'Inside Out Emotions: We Need Them All Characters'



Fig. 2: Colour Coding for Learners with Autism

Furthermore, the colour wheel above also showcases the different levels of emotional colour meaning and expresses the difference in learning from other perspectives. There are numerous differences between the colour symbolism within the film and the wheel above, this may be through differences in culture, beliefs and learning systems. This colour coding method is a way to showcase the different levels of emotions and is designed for American children with Autism. The diagram itself showcases depth visually grouping emotions/ feeling into different shades of colour. This illustrates and implies that colour is not one single emotion for each colour group, there are different sub levels that are built up to create one emotion category.

Children read- signs & symbols and how this links to what adults read later in life.

A prime example of how the way we teach children the meaning of signs and symbols through colour are traffic lights. As a child we are told that the 3 colours represent a different action red mean stop, amber wait and green go (Chandler, 2007). We remember this for safety reasons it was engrained into our minds, so we understood when it is and is not safe to cross the road. This for many adults carried over into adolescence in terms that they are now the ones driving the cars. This is a direct link to Saussure's reading of physical signs, in this case being the colour itself.

There are many examples of sign and symbols teaching for children and adults with learning difficulties and disabilities. I have first-hand experience with these methods, with having a younger sibling with Autism, our house very often displays charts and cards with mini images and titles.



Fig. 3: 'Autism visual support diagrams'

These range from everyday tasks to understanding how facial expressions represent different emotions (Willis, 2010). Each one has their own meaning which still to this day he remembers as being the signs to symbols with assorted meaning. The purposes of these symbols are to create physical images in which children and or adults can use for the connection of objects (or situations) with words which identifies their meanings. My mother learnt these methods of teaching through courses and classes which taught parents and guardians how to teach their children

different methods that they could use to develop their child's learning, alongside social skills. This method was designed in a way to help children (adults) to make connections between what they see and the meanings behind them.

The cards themselves were very simple with often a small cartoon drawing or photographs with names and symbols underneath, linking in with Saussure theories on linguistic signs, you have the signified, which in this case is the image and signifier the name given to that emotion/ action. They are also used to help read body language and facial expressions; also linking back to the idea of colour symbolising different emotions (Crow, 2003, p.18-19). These are the skills that they take on and develop into their adulthood. They are core tools and methods that build up their understanding of the world around them.

Chapter 2: Psychological

The psychologist, Jacques Lacan's book *Écrits: A Selection* (1977) discussed how human reaction to the world around us is broken down into three parts; emotion, desire and need. Emotion is the reaction which involves a feeling given when around an object, items and people; desire is the intense feeling of having to have. In terms of everyday objects emotion and desire are the physical attraction to an object, for example the décor of an object creates a reaction which in turn generates the feeling of need. Whereas the third part 'need' is the act for survival such as food and water, these are two things which we physically need to survive which is an elemental layer within *Maslow's Hierarchy of Needs theory* (1999). Although what we need and desire is based on who we are as a person and that what we seek will be affected by many different factors such as psychological state of mind, the physical state of our bodies, a belief that lists could be never ending. The important part is that it also impact what we want from life, this theory of how we react to the world around us is impacted by the things we are taught as child which links back to the idea of signs and symbols, these signs being captured in these cases as thing to 'need'.

What is Maslow's Hierarchy of Needs?

Maslow theorised that our needs are separated in to five categories;

Physiological, the things you need to physically make your body function such as food and sleep and Safety, the need to feel safe is something that comes naturally to humans, we seek the need to feel comfort within the places we go and the people around us. These are the 'basic needs' and are the ones categorised at the 'things' we need to live.

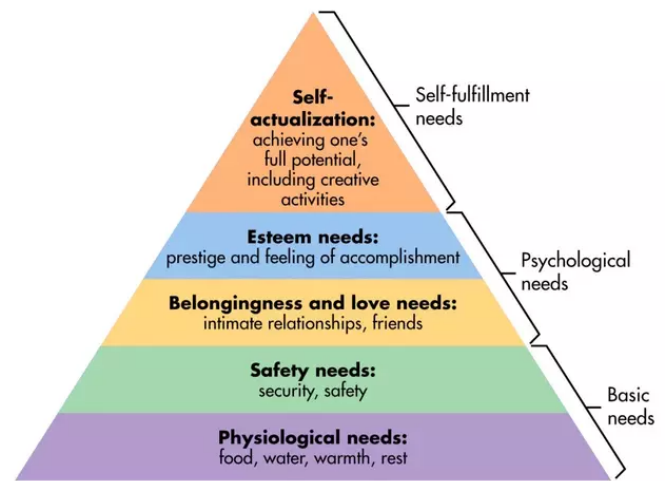


Fig. 4: 'Maslow's Hierarchy of Needs'

Social and the need for socialisation, this is contrary to what many people believe it is a natural part of human psychology to seek out company. Surrounding ourselves with family and friends, gives us a feeling of belonging. Esteem and the need for respect, competence and recognition by those around us. It is the need to feel acknowledgement and appreciation from those around us, which meets this need. These are the 'psychological needs' contrary to some beliefs we have to feel an emotional level to the world around us, it is a need that helps us function more efficiently, as these are the needs that are directly linked to our emotions. When feeling joy for example people are naturally happier when they feel a sense of joy, which has been created from these two categories (Lee, 2018). Self-actualization satisfied the need to seek out the feeling of being fulfilled, to achieve full potential in oneself, these are the 'self- fulfilment needs (Chandler & Munday, 2011; Heery & Noon, 2008).

Physical, safety and social are on the lower order of needs, these are our functional needs the ones in which we 'need' in and rely on in our lives, whereas esteem and self-actualisation are 'growth needs' (Heery & Noon, 2008). These all have a link in some form to how we see and read different forms of communication around us.

Maslow's Hierarchy of Need relates to semiotics in many ways. As humans we are programmed to seek out comfort, it is part of the need to feel safe. The social need is the name given to the necessity to feel a sense of belonging, approval and fitting in with peers. Social media and trends are two prime examples of self-actualisation, which provokes this need. We in society seek the approval of others around us, and many feel pressured by others to fit in with societal groups.

A big part of the reason we view products and designs in certain ways is due to the psychology of advertising; we view these as signs that we 'need' and 'desire'.

Advertising is a powerful force within itself it seduces us into buying products that we don't always need; pressuring us to make decisions that we may not necessarily want. This not only impacts our product choices but also our lifestyle, political and services decisions. "The impact of advertising is often subtle and implicit, but sometimes blatant and impossible", when it comes to designers selling their products, advertising is a vital tool needed for success, without advertising there would be little chance of making profit for their designers (Fennis & Stroebe, 1968. p.1).

Advertising comes in many different shapes and forms it can be traced back thousands of years; archaeologists found many different forms of evidence from

different time periods such as the 15th Century around the time of the slave trade and the Industrial Revolution in the 17th and 18th centuries. Within today's society we are constantly surround by them from billboards, public transport to our televisions and phones, it is an endless list of different ways advertisements impact our everyday lives. Due to their involvement we subconsciously let them influence our life choices and impractically our product purchasing choices. Advertisers use clever tools such as customer segments to target audiences, which they know are more likely to procure these products. Within magazines, there are hundreds of different genres, which are categorised into specific interests and brands. Companies advertise their products in magazines with interests that have directly or similar content of the genre, which links to their target audience (Fennis & Stroebe, 1968 p. 3-4). This showcases that researchers are able to focus in on groups of people through the things in which there are attracted to and by seeing products that link to their particular tastes, this creates a feeling of desire encouraging the act of purchasing.

Advertising is the tool used to help product brands identify themselves in comparison to other brands, which also sell the same products, this is what people regularly us to identify different models of the same product. In theory advertng is one big competition on companies/ brands trying to outdo each other with the same types of products, very often changing the colour and the label; because really you are not paying for the product you are paying for the packaging and brand label. Within today's society the brand has become a very important part in the way we make choices, we seek to want the best of the best to feel like we belong and fit in with those around us following a trend of what others around us have. Again, linking back

to Maslow's social need we are constantly seeking to be part of societies 'norms' which creates a feeling of belonging with those around us.

Although this is not just as simple as designers making products and advertising them, there is thought in depth about what is designed and how it will have an impact on the target market. They are created in order to suit the wide range of different needs, linking to both Lacan and Maslow's theories with the different stages/ levels of needs on the importance in which they have. Having this understanding of what people need within their lives and what they desire, causes the feeling of need.

Designers create for the future, products are developed and focused around desires rather than essential needs. A key element for both designers and advertisers is the consideration of who the product is for and what is their geographical locations.

There are a lot of differences between people worldwide culturally, socially and through belief systems meaning that our understanding and reactions are all very different from individual perspective. Colour is objective, there are many different connotations as to what colour means in different parts of the world. A colour that has a positive meaning in one country can have a completely different meaning in another (Grossman 1999). In response to this designers and advertisers must think very carefully about what and how colours are used, as these have an important aspect on the success of the product.

The Psychology of Shopping

It is not only important to advertise using visual forms, it is also important to promote products through the use of physical language within the shopping experience public space. For example, the author of the book *Joyful*, Ingrid Fetell Lee discusses 'How

to find joy in everyday' at the RSA, she states that her research has shown that people are more likely to purchase products when those working in the department stores show physical joy. Therefore, joyful demeanour is deemed to be infectious to others, meaning that their mood effects customers (2018). Lee also debates that when 'things' are more aesthetically pleasing it makes us feel joy. This again links to Saussure's theories with semiotics and how body language can also have an impact on the way we see signs and symbols, in this case the sign is the body language of the person selling the products (Lee, 2018). This implies that it is not only important for the products and how they are visually advertised but it is also important to consider how and who promotes the product but also how their emotions, mood and body language can impact the marketing campaign and the tools used to achieve the product's success. There is linkage between us and our emotions when we see various items that meet consumers' needs, this provokes a response that in turn impacts the way the item is viewed. This is also the case with products themselves, by being more attractive and aesthetically pleasing, this gives a more joyful outlook as people are subjectively attracted to attractive things.

When it comes to questioning why we feel the need to shop there are many different reasons why due to linkage with Maslow's Hierarchy of Needs Theory and Lacan's Theory of Desires. As we have discussed previously there is a selection of products that we need to survive these include food, water, clothes and shelter. These are a necessity items in which we must purchase but there are different levels of requirement. Regularly purchases are related to society and social trends we see around us, people are affected by other peoples' persuasions, this in turn affects how people feel about themselves, esteem and that the purchase of product will aid

in fitting in. This has a close link with fast fashion clothing and accessories jumping from trend to trend. This in turn has a relationship to Maslow's esteem requirement and the need to seek the respect from others, very often we gain that respect from the items we own (Lester, 2013, p.15-17). This also has a clear connection to Lacan's Theory, which discusses emotion, desire and need, in particular the act of desire and attraction. "Nowhere does it appear more clearly that man's desire finds its meaning in the desire of the other, not so much because the other holds the key to the object desired, as because the first object of desire is to be recognized by the other" (Lacan, 1977 [1959], p. 58). This quote speaks volumes through the analysis of how others desire effects are own, and our need to shop is influenced by what others own. As a culture and a society, we feel the need to seek acceptance from others, furthermore, we seek to have what others desire because we feel that this is something, we ourselves need to fit in within the world around us. We have become a generation that contemplates desire more than necessity, consumed with the aesthetics of the objects more than the value of what the products can achieve in our lives.

Semiotics can also play a key role in why we feel the need to shop, particularly through the analysis of signs and symbols. As we have previously discussed from a young age, we are taught how to read the world around us, certain meanings are gained from reading them as 'signs and symbols' either directly or indirectly aimed at the consumer. Advertising is an area that has multiple connections with semiotics, advertisements are purposely designed in ways to make the reader think/ feel and that each visual prompt is individualised and somehow aimed at them. In the example 'Lord Kitchener Wants You' poster, this uses psychological aspects within

the advertisement. The combination of imagery and text makes us feel like the poster is directly aimed at the viewer particularly by using the word 'YOU', furthermore, the figure within the poster itself is pointing straight forward, a pose that suggests that this message again is aimed straight at the viewer (Bryant, 2009). The purpose of the poster itself was to encourage men to join the army, by saying "join your country's army!" it implies that by not you are supporting them this in turn with the bold enlarged fonts including 'YOU' and 'YOUR' infers that the poster is directly engaged with the viewer, from a

psychological view point it is a way of manipulating the audience. 'God save the king' in a smaller bold font at the bottom of the poster also implies that if you do not sign up you are unpatriotic. This direct method of advertising is a very important factor which makes the language used both persuasive and directly linked at the target audience (Bryant, 2014). The poster implies it is very much personal, as it makes the audience feel it is directly aimed at them.



Fig. 5: 'Britons: Join Your Country's Army!'

Chapter 3: How does our responses to physical aspects such as colour products affect us at a psychological level?

Now that we understand why we process and view products in different ways and how the different factors affect the way we interpret them we can look at the products themselves. Through in-depth exploration into who we are as people and our psychological understanding, both aspects link to the way in which we read the world. The key areas to consider are semiotics, desires, beliefs and needs, and how these all impact the design of the products themselves. So far, this essay has considered the idea of how psychologically a buyer responds to items, furthermore, the analysis will discuss the situations where this applies.

The Kutztown University of Pennsylvania completed a case study named 'Gender Differences in product color [sic] importance, color [sic] choice, and meaning of color [sic]: A cross- country study' (2018). The purpose of this study was to investigate how the success of product/branding can affect colour and gender. This case study is relative to the research into the colour of a product and the customer's psychological response and meaning on viewing can impact customers purchase choices. Although gender has not been a topic within this essay it is an interesting characteristic to consider when it comes to the differences and understanding, posing another question, does gender also impact our choice and our responses? The study was tested over a three-year time period taking place over six countries; Holland, Turkey, China, Canada, India and the USA; this showcases the differences that occurs due to the customers different geographical locations. Questionnaires

were handed out within shopping centres by international students during their time at home during the Christmas and summer holidays between 2013 and 2015.

Written in English the questionnaires consisted of approximately 120 questions. This mass of data gives depth and understanding of how products are affected by each person's making.

The questions covered both the main topic of colour as well as the demographic of those taking part in the study; it is important that we look at what was asked during the study to understand the results. Separated into five sections; two where answered in a multiple-choice format rating the importance of colour in relation to the purchase of products and the importance of having colour variations. The multiple choice was rated '1 extremely important, 2 very important, 3 somewhat important, 4 not very important and 5 not at all important.' This data could then be used to calculate the average overall score for each country. The following sections were more direct asking participants their favourite colour of a diverse range of products that they would use on a daily basis, then to assign a meaning to a colour by the association of a specific emotional descriptive word. Lastly, they were asked for personal background and information; age, income, education status, area in which they were raised and gender. This is the data that was used to compare the results from the six countries; it is also important information to know because it helps us understand the participants background, which in turn relates to their psychological responses and personal context (Dalgin, Sraiheen & Akcay, 2018). This information supports the wide range of different results within this study, as it explains a broad range of different geographical locations, belief systems, ages and backgrounds

which also impacts the way in which the meaning of the sign, in this case is the product is viewed.

Geographic, gender and colour

When it comes to selling products, worldwide colour is a big element that needs to be analysed. Since colours have differing meanings in different parts of the world it means that one colour will not necessarily have the same impact or perceptions as it does in another. Therefore, it is so important for designers and marketers to do their research before they launch products to different geographical locations, as this is the element that will impact their outcome. “Advertisers should carefully select colors [sic] that maximize attention while providing a more realistic and appealing portrayal of the products in global markets” (Akçay, et al., 2011). There must be thought given to the cultural meaning behind colour before launch on a global scale as the same colour can have two completely different meanings in different parts of the world. To illustrate for example, the colour red in western culture is symbolised to be a warning sign of danger or emotions such as anger and passion; whereas in Eastern culture it is interpreted as the complete opposite in being the colour which symbolises good luck (Bourn, 2011). This shows that a red coloured product in an eastern country would mostly have a positive response, this contrasts a western response as within eastern society it has symbolic meaning for good luck and would be a colour to carry with them in hope that it would bring luck.

According to this study the gender of customers can also create an impact on the decision making of coloured products (it should be noted that information is resulted

from the women and men who have taken part within this case study, it does not mean that it applies to all women and men in general). When it comes to gender women are said to be more impacted by colour when making their purchasing choices, in that “[w]omen might be more color [sic] conscious in their color [sic] tastes and more flexible and diverse than men” (Dalgin, Srarheen & Akcay, 2018). This case study research supports that women are more thoughtful with their colour choices in comparison to men, and furthermore, the statistics from this investigation have shown that women are more likely to have a favourite colour than men. This implies that women are more in touch with how colour creates response.

When it comes to specific individual products such as clothing and accessories there is no gender differences, as consumers are all more inclined to make decisions based on colour, although there are differences in the types of colour that the genders prefer, with women appeal to softer colours in contrast to the bright selection from men (Dalgin, Srarheen & Akcay, 2018). Women overall are seen to have more importance when it comes to colour, they will put more thought into the choices made, deeming that they are the ones that are more likely to purchase products on the exterior appearance alone.

The results of this study (Dalgin, Srarheen & Akcay, 2018) found that women are in fact more inclined to view the colour of a product to have very or extreme importance; whereas men see the object’s ability to do the job to have more or greater importance. Objects which are personal to subjects for example clothing items or accessories are deemed on a higher level of importance when it comes to

colour choice; whereas again comparing this to colour importance in electrical items have less significance. "Color [sim] is a highly important product attribute because it is what differentiates similar kinds of products"... for each other (Dalgin, Sraiheen & Akcay, 2018). This is an important feature which forms the consumers' emotional responses to products and impact on consumers' behaviour. This results in an influence on consumers purchase choice as well as informing companies where their products fit within the marketplace (Dalgin, Sraiheen & Akcay, 2018). These results showcase the relationships between not only our emotional responses when it comes to product, but also has implications due to gender. Similar to Maslow's Hierarchy of Needs there are different levels to colour importance for an individual in terms of product choices, clothing is near the top, which is somewhat ironic as it is one of Maslow's basic functional needs. It is also one of the most personal aspects we show, items we choose to wear are very often reflections of who we are as people, the colour we wear can often reflect the mood in which we are in.

The outward appearance of a product is one of the most important key features, it is one of the first things noticed when viewing product choices. This is the feature which can help it differ and makes the item stand out again similar product types. "Product color [sic] connects the consumer more quickly than any other identifying product characteristic" (Dalgin, Sraiheen & Akcay, 2018). It provokes the consumer emotions, feelings and responses with the products that they may consider to purchase. This is key information that directly relates to this essay investigation, and how there are important associations between the physical appearance and the psychological response that the customer experiences. There are also connections in that colour "influences consumer behavior [sic] and helps company position their

products in the marketplace or differentiate themselves from the competition” (Grossman & Wisenblit, 1999; Aslam, 2006). Colour can be used for a wide variety of different reasons and understandably has different effects on those who view them, for example companies and brands are often recognised through the colour, as it creates a reminder that helps those to identify the brands by 80% when seen (Grossman & Wisenblit, 1999; Singh, 2006). This showcases the importance that colour has linkage to semiotics, reading object surface design as signs and symbols, as well as how the colour of a design can impact its visual response from the customer.

Research proposes that the meaning of colours and the colour of products choice differs from the age, ethnicity and gender of those who are looking to purchase (Akçay, et al., 2012). Akçay also states that over time colour preferences actually change every 7 to 10 years; this rotation is much quicker within the fashion industry with the ever-changing style colour preferences that develop from trend to trend. They continue to vary throughout the decades as does style trends that follow alongside the colours that come with them. For example, in the 1950’s clean bright pastel colour tones were a big hit which then developed to natural earth tones in the 1960s (Ogden, et al. 2010). According to Singh and Wagner (1988), “marketers know that product colour influences a consumer’s decision to purchase a product by up to 62- 90%”. This information reflects how much importance and power colour has over the choices that we make.

Conclusion

The evidence presented in this investigation has found that early stages of development alongside with learning differences impacts the choices and the way in which we see the world around us. The constructs we are taught as children such as the meaning of sign and symbols are important as these are the foundations for how we read our surroundings, objects and situations in later life. Colour association and semiotics in childhood affects the way we read things in adulthood. As adults we judge our surroundings in a similar way in which we would as children with the basis very often around an exterior appearance rather than the interior content. We have become a generation that is very much focused around want and need, and the need to also feel a sense of belonging. This is based in the main around desires associated with having attractive 'things'. Although it is not only concentrated around the products themselves, the consumer is compelled to need to be a part of the latest craze and group identity. This is through the way in which products are presented, through the clever and cunning promotions that are designed in a way that plays on our psychological responses. The colour of products are equally as important to people as the products themselves, also the semiotic meaning of coloured items are globally diverse, this in turn will affect their success within different parts of the world.

To conclude the question 'how does our early stages of development and learning differences affect the choices we make as adults?' I feel that I have been able to clearly outline that early stages of development are a key foundation to the way in which we understand the world around us as adults. Our psychological state of mind

is built up and is created from a breadth of influences that we have been taught to believe in and see throughout our lifetimes. The way in which we see the world around us dictates the decisions that we make, even when it is unknowingly, as everything is a response to the way we learn and our personal and academic education. The meaning of signs, symbols and colour, have a lasting impression on the way in which we make decisions on the items in which we surround ourselves within our lifetime. Semiotics is the key foundation in our understanding of how the world works as this is formed from a deeper understanding of signs and symbols coming in many different shapes, sizes and forms and utilises visual and verbal attributes.

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